DOCUMENT RESUME

ED 129 719 SP 010 431

AUTHOR	Messing, Anne, Ed.; And Others
TITLE	Soccer; Speedball; Flag Football, June 1976--June 1978. NAGWS Guide.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
PUB DATE	76
NOTE	263p.
AVAILABLE FROM	American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Athletes; Athletic Coaches; Athletic Equipment; *Athletic Programs; Athletics; Bibliographies; *Guides; *Physical Education; *Soccer; *Womens Athletics
IDENTIFIERS	*Flag Football; *Speedball

ABSTRACT

This guide for soccer, speedball, and flag football is one in a series of guides for 22 sports published by the National Association for Girls and Women in Sport (NAGWS). Guides contain information on NAGWS-approved playing rules, officials' ratings, articles on teaching, coaching and organization, rules governing national championships, bibliographies, and special features related to specific sports. A section in each guide presents information about NAGWS and the services it offers to teachers, coaches, administrators, and players. Soccer features in this guide include: experimental soccer rules; officiating soccer; the history of soccer; soccer visual aids; and the differences between high school boys' rules and NAGWS experimental rules. Speedball features include: specific values of motor experiences in speedball; terminology puzzle; conditioning; bilateral transfer; and contract teaching in speedball. Flag football features cover: defense as the best offense; penalty chart; preseason conditioning; successful flag football intramural programs; and suggestions for modified rules. (MM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP

National Association for Girls & Women in Sport

Soccer
Speedball
Flag Football

JUNE 1976 – JUNE 1978

INCLUDING OFFICIAL RULES
AND OFFICIATING TECHNIQUES

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

2

Sports Library for Girls and Women

NAGWS SPORTS GUIDES

NAGWS Guides are available for 22 sports. *Guides* contain information on

- NAGWS or NAGWS-approved playing rules
- Officials' ratings in most sports
- Articles on teaching and coaching techniques and organization
- Regulations governing AIAW national championships in applicable sports
- Bibliographies
- Special features related to specific sports

A section in each *Guide* presents information about NAGWS and the services it offers to teachers, coaches, administrators and players.

The following *Guides* are available:

AQUATICS – featuring swimming and diving as well as synchronized swimming rules
ARCHERY-GOLF
BASKETBALL
BOWLING-FENCING
FIELD HOCKEY-LACROSSE – including seven articles and school girl lacrosse rules
GYMNASTICS
SOCCER-SPEEDBALL-FLAG FOOTBALL
SOFTBALL
TEAM HANDBALL-RACQUETBALL-ORIENTEERING
TENNIS-BADMINTON-SQUASH
TRACK AND FIELD – including Cross Country and Pentathlon scoring tables and rules
VOLLEYBALL

The *Basketball Guide* and *Volleyball Guide* are published annually. The remainder are published biennially.

For a catalog of current editions, prices and order information, please write:

AAHPER Promotion Unit
1201 16th St., N.W.
Washington, D.C. 20036

See inside back cover for a listing of additional NAGWS/AAHPER publications.

NAGWS guide

Soccer
Speedball
Flag Football

JUNE 1976 – JUNE 1978

INCLUDING OFFICIAL RULES AND OFFICIATING TECHNIQUES

Guide Coordinator, HELEN KNIERIM,
Slippery Rock State College
Slippery Rock, PA

Editors
Soccer, ANNE MESSING
Nassau Community College
Garden City, NY
Speedball, KAY BRECHTELSBAUER
Southern Illinois University
Carbondale
Flag Football, GLORIA CROSBY
Bates College
LEWISTON, ME

NATIONAL ASSOCIATION FOR GIRLS
& WOMEN IN SPORT

American Alliance for Health,
Physical Education, and Recreation

AAHPER publications

Copyright © 1976 by the

National Association for Girls and Women in Sport
American Alliance for Health, Physical Education, and Recreation

Library of Congress Catalog Card No. 40-5319

Published by the
AMERICAN ALLIANCE FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION

1201 Sixteenth St., N.W. Washington, D.C. 20036

CONTENTS

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

Purposes, Beliefs, Function 5
Standards in Sports for Girls and Women 7
National Coaches Council 8
Sports Guides Committees Interest Indicator 11

SOCCER

NAGWS Soccer Guide and Rules Committees 13
Preface 14
Editorial Comment 14
Official Soccer Rules for Girls and Women 15
Index to Soccer Rules 36
Questionnaire on Experimental Rules in Soccer 37
Experimental Soccer Rules for Girls and Women 39
Index to Experimental Soccer Rules 61
Comments and Interpretations on the Experimental Soccer Rules .... *Dolores Faber* 62
Diagrams Illustrating Offside Rule 65
Officiating NAGWS Affiliated Boards of Officials 69
Statement of Philosophy of the Affiliated Boards of Officials 70
Standards for Officials' Ratings in Soccer 71
Soccer Study Questions 79
Techniques of Officiating Soccer 86
Soccer Signals 94
The History of Soccer .... *Judith Laurette Bassaner* 95
Soccer–Drills for Skill .... *Diane Chamberlain* 100
A Soccer Circuit .... *Barbara J. Call* 106
Goalkeeping: The Catching Technique .... *Mickey Cohen* 109
Elementary Soccer–Or Is It? .... *Alan Launder* 112
From Saleswoman To Superstar... The Road Unwinds .... *Gordon Bradley* 120
Annotated Soccer Bibliography .... *Betty Begg* 122
Soccer Visual Aids .... *Rita J. Ashcraft* 125
Differences Between High School Boys Rules and NAGWS Experimental Rules 128

SPEEDBALL

NAGWS Speedball Guide and Rules Committees 131
Editorial Comment 132

Speedball Has It All .... *Eugenia Kriebel* 133
Specific Values of Motor Experiences in Speedball .... *Joanne Thorpe* 136
Speedball Terminology Puzzle .... *Charlene Agne* 138
Notable Differences in Soccer and Speedball Rules .... *Kay Brechtelsbauer* 141
Speedball Conditioning .... *Claudia Blackman* 145
Trapping or Controlling the Ball .... *C. Ian Bailey* 153
Practice Time Is Critical .... *Sally Cotten* 161
Use Task To Teach Speedball Skills .... *Debra J. Goodding* 165
Contract Teaching in Speedball .... *Deborah L. Gebhardt* 168
A Fundamental Approach to Field Coverage in Soccer and Speedball .... *Roland F. Hess* 173
Bilateral Transfer: An Important Consideration in the Development of a Highly Skilled Speedball Player .... *Victoria A. Lefevers* 175
Speedball Bibliography .... Revised by *Claudia Blackman* 178
Speedball Visual Aids .... Revised by *Deborah Gebhardt* 179
Techniques of Officiating Speedball 180
Official Speedball Rules for Girls and Women 190
Speedball Rules Digest 210
Index To Speedball Rules 213
Speedball Questions and Answers .... *Kay Brechtelsbauer* 214

FLAG FOOTBALL

NAGWS Flag Football Committees 217
Editorail Comment 218
A Simplified Passing Tactic .... *Sheri Lynn Holand* 220
Defense is Still the Best Offense .... *Jo Salness Waldman* 225
An Activity to Match the Facility .... *Laura L. Biggs* 228
Pre-Season Conditioning for Flag Football .... *Tom Ecker* 231
Running A Successful Flag Football Intramural Program .... *Sally Benedict* 234
Flag Football Penalty Chart .... *Marygrace Colby* 238
Flag Football Bibliography and Visual Aids .... Compiled by *Nancy Moklestad* 241
Official Flag Football Rules for Girls and Women 243
Suggestions for Modified Rules 261
Arm Signals for Officials 262

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

The National Association for Girls and Women in Sport is a non-profit, educational organization designed to serve the needs of participants, teachers, coaches, leaders and administrators in sports programs for girls and women. It is one of seven associations of the American Alliance for Health, Physical Education, and Recreation.

PURPOSE

The purpose of the National Association for Girls and Women in Sport is to foster the development of sports programs for the enrichment of the life of the participant.

BELIEFS

The National Association for Girls and Women in Sport believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

FUNCTIONS

The National Association for Girls and Women in Sport promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls and women's sports.
6. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commercial advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by –

1. An examination by a qualified physician
2. Written permission by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, and sanitary environment for sports activity
5. Limitation of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

All requests for information about services should be addressed to: Executive Secretary, National Association for Girls and Women in Sport (NAGWS), AAHPER, 1201 - 16th Street, N.W., Washington, D.C. 20036.

NATIONAL COACHES COUNCIL

The National Coaches Council was formed by the NAGWS to:

(1) provide a channel of direct communication among coaches at all educational levels
(2) assist in the formulation and dissemination of guiding principles, standards and policies for conducting competitive sports programs for girls and women
(3) keep members informed of current coaching techniques and trends
(4) sponsor clinics and conferences in sports and coaching skills
(5) provide input from coaches to USCSC sports committees and representative assembly
(6) promote cooperative efforts with other sports-centered organizations
(7) provide a united body for positive political action in the realm of girls' and women's athletics.

Academies for 11 sports have been established. (Note the application blank for specific listings.) Membership in each Academy is open to any coach of girls or women's sports or any interested person. Annual dues for AAHPER members are $10.00 per Academy. Non-AAHPER members pay $20.00 annually for membership in one sport Academy and $10.00 for each additional Academy membership desired. The $10.00 non-membership fee may be applied at any time toward AAHPER membership.

Get involved . . . JOIN NOW.

Sports Academies of the NATIONAL COACHES COUNCIL

National Association for Girls and Women in Sport: AAHPER
1201 16th St., NW, Washington, DC 20036

NAME ______________________________
last first initial

ADDRESS ______________________________
street

____
city state zip

FOR OFFICE USE:
DT:____ AMT:____
CK:____________

AAHPER MEMBERS: Membership number as it appears on your journal label: ______________

Teaching/Coaching level (please check): College___ Jr. College___ High School___ Jr. High___ Elementary___ Other______________

Please check the Academies you wish to join:* ☐ Badminton ☐ Basketball ☐ Field Hockey ☐ Golf ☐ Gymnastics ☐ Softball ☐ Swimming/Diving ☐ Synchronized Swimming ☐ Tennis ☐ Track & Field ☐ Volleyball

I am willing to serve on an Academy committee: ☐

*AAHPER members: $10.00 per Academy. Non-AAHPER members: $20.00 for one Academy; $10.00 each additional Academy. $10.00 non-membership fee may be applied [illegible] time toward AAHPER membership.

Please send AAHPER membership information: ____yes ____no

NAGWS SPORTS GUIDES COMMITTEES
INTEREST INDICATOR

The Sport Guide Committee is endeavoring to broaden its base of personnel and to strengthen services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the Associate Guide Coordinator-elect, Geri Polvino, Eastern Kentucky Univ., Richmond, KY 40475.

Name ____________________

Professional Address ____________________

City ____________ State ________ ZIP Code ________

1. Check the Sport Committee(s) which would be of interest to you:

____ Aquatics
____ Archery
____ Badminton
____ Basketball
____ Bowling
____ Fencing
____ Field Hockey
____ Flag Football
____ Golf
____ Gymnastics
____ Lacrosse
____ Orienteering
____ Racquetball
____ Soccer
____ Softball
____ Speedball
____ Squash
____ Synchronized Swimming
____ Team Handball
____ Tennis
____ Track and Field
____ Volleyball
____ Water Polo

2. Would you like to serve as member of a Sports Guide Committee of your interest?* ____ Yes ____ No
3. Would you consider submitting an article to a Guide Committee as a prospective author? ____ Yes ____ No
   Possible topic or title ____________________
4. Can you suggest topics for articles which you would like to have included in future *Guides*? (Please indicate sport.) ____________________
   ____
5. Are there others whom you would recommend for consideration as possible committee members or authors? Please indicate below. (Use additional paper, if necessary.)

Name ____________________ Sport(s) ____________

Professional Address ____________________

City ____________ State ________ Zip Code ________

Sports Committee Member ☐ Prospective Author ☐ (Check one)

---

*You may serve on only one Sport Guide Committee at a time.

NAGWS SOCCER GUIDE AND RULES COMMITTEE*

1974-1976

ANNE MESSING, *Chairperson*, Nassau Community College, Stewart Avenue, Garden City, NY 11530

DOLORES FABER, *Past Chairperson*, Nassau Community College, Stewart Avenue, Garden City, NY 11530

RITA ASHCRAFT, Northern Arizona University, Flagstaff, AZ 86001

JUDITH L. BASSANER, Penn Academy, P.O. Box 6251, Philadelphia, PA 19136

BETTY BEGG, North Syracuse High School, North Syracuse, NY 13212

BARBARA CALL, University of Kentucky, Lexington, KY 40406

LINDA HALL, University of Florida, Gainesville, FL 32601

CYNTHIA HIRST, Brigham Young University, Provo, UT 84602

CAROL RENON, Marion Central School, Marion, NY 14505

ALMA STODDARD, Illinois State University, Normal, IL 61761

1976-1978

BETTY BEGG, *Chairperson*, North Syracuse High School, North Syracuse, NY 13212

---

*Current *Guide* material prepared by the 1974-76 Committee; material for the 1978-80 *Guide* is to be prepared by the 1976-78 Committee.

PREFACE

Official Rules .... Experimental Rules

The large increase of soccer programs for girls and women in the United States has precipitated a need for NAGWS to examine the direction the rules should take. Some individuals want to move toward or, in fact, adopt international soccer (football) rules; others believe that NAGWS adoptions should be maintained.

As a result of these differing opinions, the NAGWS Board of Directors (April, 1976) decided to maintain the 1974-76 soccer rules with modifications as official rules and to print a set of experimental rules, as developed by the 1974-76 Guide Committee. The latter rules vary slightly from International Football Association Rules. All individuals are encouraged to experiment and direct input (note experimental questionnaire, page 37) to Elizabeth Begg, Chairperson, NAGWS *Soccer Guide*, 1976-78.

EDITORIAL COMMENT

The soccer rules underwent their first major revision in the *1974-76 Soccer Guide* and judging from phone calls, letters and comments, additional changes were needed. It is becoming apparent that in all areas of girls and women's sports, the move is toward standardizing the playing rules for all age levels.

Today's woman is energetic, aggressive, competitive and free and she wants to play an aggressive and competitive game, regardless of the sport. We, as the leaders in girls and women's sports, must facilitate these kinds of opportunities.

It is the opinion of the editors that with early and proper teaching and drilling of skills, girls and women will be playing international soccer on international fields of play in the near future.

The committee invites your comments and suggestions on any aspect of the *Guide*, whether it be format, articles or rules

When requesting a rule interpretation, please include the rule number and section number. If you wish to have your question and comments answered, please include a stamped, self-addressed envelope with your letter and address it to Anne Messing, Department of Health, Physical Education and Recreation, Nassau Community College, Stewart Avenue, Garden City, NY 11530.

ANNE MESSING, Chairperson
DOLORES FABER, Past Chairperson

OFFICIAL SOCCER RULES FOR GIRLS AND WOMEN
JUNE 1976 – JUNE 1978

Note: Rules which have been reworded or clarified are designated by a check (√). Changes and/or additions have been indicated by shading.

Soccer is played by two teams of 11 players each. At the beginning of the game, each team lines up on its own half of the field. The game starts with a *kickoff* awarded to one team. The object of the game is for each team to advance the ball legally down the opponents' half of the field and score a goal by sending it between the opponents' goalposts under the crossbar. The team having the larger score at the end of the playing time wins the game.

RULE 1. FIELD AND EQUIPMENT

Section 1. Playing Field

a. Dimensions of the field

Maximum length – 100 yards	Maximum width – 60 yards
Minimum length – 80 yards	Minimum width – 40 yards

Where shorter fields are used and width is available, use it; 80 x 60 is better than 80 x 40 yards.

b. Field markings

(1) *Halfway line.* The halfway line shall be drawn across the field connecting the middle points of the two sidelines. The center of the halfway line shall be indicated.

(2) *Restraining lines.* A restraining line shall be drawn from sideline to sideline five yards from and on each side of the halfway line, parallel with it.

(3) *Penalty areas.* In front of each goal, parallel to the goal line and 15 yards from it, shall be drawn a line four yards in length. From the ends of this line to the goal line shall be drawn quarter circles, the radius being 15 yards. The spaces enclosed by these lines, including the lines themselves, shall be called the *penalty area.*

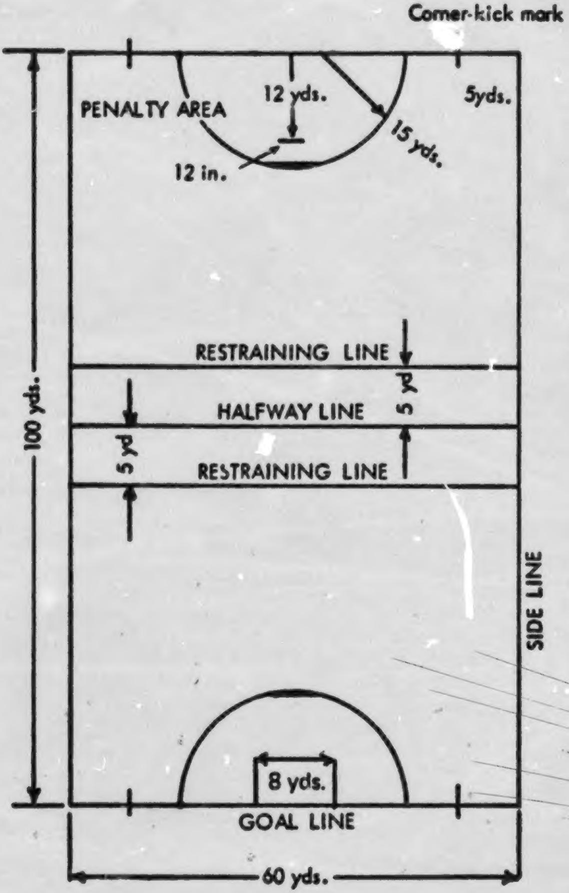
(4) *Penalty kick marks.* The penalty kick mark is a line 2 feet long marked parallel to each goal line, 12 yards from the center of the goal.

(5) *Corner kick marks.* The corner kick marks are marked across the goal lines, 5 yards from each corner, 3 feet in length and parallel to the sidelines.

c. Goals

The goals shall be upright posts 8 yards apart, with a horizontal bar 8 feet from the ground. The posts shall be fixed on the goal line

DIAGRAM
SOCCER FIELD


Corner-kick mark
PENALTY AREA
12 yds.
5yds.
15 yds.
12 in.
RESTRAINING LINE
5 yd
HALFWAY LINE
5 yd
RESTRAINING LINE
100 yds.
SIDE LINE
8 yds.
GOAL LINE
60 yds.

Soccer Field

equidistant from the corners. The maximum width of the goalposts and the maximum depth of the crossbar shall be 5 inches.

(1) *Goal nets.* The goal nets shall be attached to the posts and crossbar and fastened to the ground behind the outside edge of the goal line.

Section 2. The Ball

The circumference of the ball shall be not less than 27 inches nor more than 28 inches. The outer casing of the ball must be of leather, enclosing a tightly inflated rubber bladder. No material shall be used in the construction of the ball which would constitute a danger to the players. [redacted]

Section 3. Uniforms

Uniforms of the opposing teams must be of contrasting colors. In the event of a similarity of color, the home team shall be responsible to make the necessary change. This could be done by the wearing of pinnies. The jersey of the goalkeeper must be distinctly different from that of any teammate or opponent.

[redacted]

Shoes must conform to the following standards: all cleats, studs or bars shall not be less than one-half inch in diameter or width, and they shall not project from the sole or heel of the shoe more than three-fourths of an inch. Leather, rubber, nylon or plastic cleats with steel tips are legal if they conform to the width and length specifications. Shoes that have molded soles with multiple one-half-inch diameter cleats which do not extend more than five-sixteenth of an inch from the sole and are not of an extreme conical design, are suitable. Shin guards should be worn for leg protection.

A player may not wear anything which is dangerous to another player. The [redacted] in each game shall examine the equipment of each player. Check shoes. If a player is wearing any equipment not in compliance, she shall be sent off the field. She shall return after reporting to the [redacted] who shall check to see that the player's equipment is in order.

RULE 2. OFFICIALS

Section 1. The officials shall be two referees,* two scorekeepers, two timekeepers and four lines people.

Section 2. Each referee has approximately one-half of the field to cover for the entire game, without changing sides. The field is divided by an imaginary line drawn diagonally from corner to corner. Each referee is responsible for the nearest sideline and the goal line and play behind the goal line to the right.

The referee on the side nearer the scorer's table shall recognize substitutes and shall give the time-in signal on the center kickoff.

Section 3. Officials' uniform shall consist of a vertically striped navy blue and white shirt or jersey and navy blue dress slacks or skirt. Shoes should be similar to those worn by the players.

Section 4. The referee shall –

a. Make all decisions for infringement of rules committed within or outside the boundary lines from the beginning of the game to the end, including a period of temporary suspension.

b. See that all kickoffs, free kicks, defense kicks, corner kicks and penalty kicks are properly taken.

c. Count down last 60 seconds if a ball is in front of the goal. Any goal made as time runs out does not count.

d. Suspend a game because of unforeseen weather conditions. If less than half the game has been played, the game shall be rescheduled. If one complete half or more has been played, the official shall declare a completed game.

e. Check all players' cleats before the game to see that they conform to the rules.

f. Use the whistle at the beginning of the game, and before each succeeding kickoff, including that at the beginning of each quarter.

g. Use the whistle to signify that the ball is out of play.

h. Use the whistle to put the ball into play only in case of a kickoff, penalty kick, drop ball or after a temporary suspension of the game. In all other cases of putting the ball into play, the referee shall omit the use of the whistle.

---

*It is strongly recommended that officials rated by the Affiliated Boards of Officials of the National Association for Girls and Women in Sports be secured.

i. Use the whistle to signify that a field goal or penalty kick has been scored.

j. Call all fouls which would render the play unfair, dangerous or contrary to the written rules.

k. Refrain from putting the provision of any rule into effect if by so doing the referee would be giving advantage to the offending team.

l. Explain warning for challenge on goalkeeper to captains and coaches.

m. Suspend the game at any time in case of injury. There should be sufficient time to remove an injured player safely. (It may be necessary to wait for a stretcher or an ambulance.)

n. The referee shall blow the whistle for time-out and resumption of play.

Section 5. There shall be two scorekeepers, one of whom shall be official. The scorekeepers shall –

a. Record the names of the players and substitutes of each team and their positions.

b. Record all scores made by each team from field goals and penalty kicks.

c. Record the number of time-outs taken by each team and notify the referee in case of more than two.

d. Record the team taking the kickoff at quarters and overtime periods.

e. Sound horn for substitution when the ball is not in play.

f. The home team shall provide the official scorekeeper.

Section 6. There shall be two timekeepers, one of whom shall be official, provided by the home team, and shall operate the stopwatch during playing time. The other shall have charge of time-outs. The timekeeper shall –

a. Keep account of playing time and time-outs.

b. Signify by means of a horn the termination of each playing period.

c. Shall go out onto the field for the last 60 seconds of each quarter.

Note: The official timekeeper shall audibly count down the last 60 seconds of each quarter or overtime period by counting down by tens to the last 10 seconds and then by ones. The assistant timer shall count down with the timer.

Section 7. There shall be 4 linespeople, two from each team. The linespeople shall assist the referee by indicating when and where the ball went out of bounds. The referees will decide the point at which the ball crossed the sideline. The linespeople shall act as ball retrievers to avoid delay of the game.

RULE 3. PLAYERS AND SUBSTITUTES

Section 1. An Official Team Shall be composed of 11 players; five forwards (left wing, left inner, center, right inner, and right wing), three halfbacks (left, center and right), two fullbacks (left and right), and one goalkeeper.

Section 2. A Captain Shall be designated for each team. The captain, or someone appointed to act as captain, must be on the playing field at all times.

Section 3. Substitutes. Substitutes may be put into the game for players who for any reason have been taken out. A player who has been taken out of the game for any reason other than disqualification may be allowed to reenter the game any number of times. A player is not to be considered out of the game if no substitute is put in her place. Before going into the game, the substitute shall report to the scorer. The [redacted] shall call time-out and recognize the player, and the substitute shall then take her place on the field. If this procedure takes more than 30 seconds, time-out shall be charged to the team making the substitution. If a team substitutes more than one player at a time, the team is allowed a maximum of 30 seconds for making the substitutions. If both teams make substitutions at the same time, each team shall be allowed a maximum of 30 seconds.

Section 4. A team can substitute –

a. On a throw-in
b. After a goal is scored
c. Ball goes over the end line
d. Between periods
e. Team time-out
f. Before a penalty kick
g. For a disqualified player
h. Injury
i. Drop ball

RULE 4. DEFINITIONS

ATTACKING TEAM. Team which has possession of the ball.

BLOCKING. Intercepting the progress of the ball with some part of the body. It is legal to block with the arms and hands if they are in total contact with the body.

CARRYING. An infringement of the rules by the goalkeeper when she takes more than 4 steps while holding, bouncing or throwing the ball.

DANGEROUS KICKING. Raising the leg to shoulder height while an opponent is [redacted]

DEFENDING TEAM. The team which is attempting to gain possession of the ball while at the same time defending their own goal.

DIRECT FREE KICK. A free kick from which a goal may be scored directly.

DOUBLE FOUL. A double foul is an infringement of the rules committed simultaneously by a member of each team, for which a drop ball is awarded.

DRIBBLING. A succession of forward kicks in which the player keeps the ball under control.

DROP BALL. One which the official holds waist high and lets the ball drop directly from the hands to the ground between any two players, excluding the goalkeeper.

DROP-KICK. A ball which is dropped to the ground and is kicked just as it rebounds from the ground. Only the goalkeeper within her own penalty area is permitted to drop-kick.

HANDLING. Contacting the ball intentionally with the hand or any part of the arm when the hands and arms are not in complete contact with the body.

HOLDING. Impeding the progress of a player by placing the hand or extended arm in contact with the player.

INDIRECT FREE KICK. A free kick from which a goal may not be scored directly.

LOW HEADING. Lowering the head to waist level or lower in the presence of an oncoming opposing player.

OFFSIDE. A player is in an offside position if she is nearer her opponents' goal line than the ball at the moment when the ball is played by one of her own team unless (1) she is in her own half of the field; or (2) there are at least two of her opponents, one of whom may be the goalkeeper, nearer their own goal line than she is.

OWN GOAL. The goal the team is defending.

OWN HALF OF FIELD. The half of the field in which their own goal is located.

PASSING. Advancing the ball from one player to another by means of a kick.

PLACE KICK. A kick made while the ball is stationary on the ground.

PUNT. A ball which is dropped and is kicked before it strikes the ground. Only the goalkeeper within her own penalty area is permitted to punt the ball.

THROW-IN. Manner of putting the ball in play after it has gone wholly over the sideline.

TRAPPING. Stopping the progress of the ball by securing it under the foot, between both feet, or between the front of the leg or legs and the ground.

UNNECESSARY ROUGHNESS. Any act which might cause injury to an opponent. This includes dangerous kicking in an attempt to gain possession of the ball or kicking a ball directly into a player standing [redacted] without regard for the player's safety.

UNINTENTIONAL HANDLING. The ball strikes or touches the hands or arms of a player. This shall not be penalized even though the advantage gained by the unintentional handling may go to the offending team or player.

RULE 5. SCORING AND TIMING

Section 1. Scoring

Field goal	1 point
Penalty goal	1 point
Defaulted game	1-0
Tie game	overtime period

a. Field goal

(1) A field goal shall be scored when the ball has been kicked or legally given impetus with the body so that it passes wholly between the goalposts and under the crossbar. A field goal may be scored from any spot within the field by any player who is not offside. If such a ball is last touched by a defensive player, a goal shall be scored for the attackers.

(2) A field goal may be scored directly from a drop-kick, a corner kick, or a free kick awarded for tripping, kicking, striking, jumping at, holding or pushing an opponent, handling the ball, or unnecessary roughness, dangerous kicking or low heading.

(3) A field goal may not be scored directly from a kick-off, a defense kick or from free kicks awarded for improperly taken kicks, offisdes or any infringement of goalkeeper's privileges by the goalkeeper.

(4) When a field goal may not be scored directly from a kick but a player nevertheless shoots for goal, the goal, if made, shall not count even though a defense player touches ball on its way to the goal.

SAMPLE SOCCER SCORESHEET

TEAMS Socketts vs. Dauntless

Kick off 1 2 3 4

PLAYERS	1st Half FG	1st Half PG	2nd Half FG	2nd Half PG	NO.	Position	NO.	PLAYERS	1st Half FG	1st Half PG	2nd Half FG	2nd Half PG
mary White					32	RW	18	Beverly Boundy				
Joan Yoeman	2				40	RI	14	Nancy Holmes				
Sylvia Meriman				1	28	CF	11	Eunice Keeton	2			
Carolyn Kelly					16	LI	29	Marcella Sowers	2		2	
Rachel Green					10	LW	36	Cleo Tanner				
Marilyn Carter					17	RH	45	Pat Holle				
Janice Owens					19	CH	12	Judy Lawrence				
Jean De Motte					20	LH	9	Lois Strayer				
Jane Beals					42	RF	15	Mary Johnson				
Mary Ann Glenn					48	LF	21	Wanda Cooper				
					52	G	33					
Time out	~~1~~	~~2~~						Time out	~~1~~	2		

WON BY Dauntless DATE

SCORE 6-3 PLACE Lowell High School

RUNNING SCORE																																	
	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
	~~1~~	~~2~~	~~3~~	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34

b. Penalty goal
A penalty goal shall be scored when the ball passes wholly between the goalposts and under the crossbar, having been kicked directly from the penalty kick mark by the player taking the penalty kick. Such a kick, deflected into the goal by a defending player, shall score one point for the attackers.

c. Defaulted game
Failure of a team to appear for a scheduled game, failure to have 11 players to start play, or failure to have at least 9 players to continue play constitutes a defaulted game. When the defaulting team has the lower score, the game score shall stand.

d. Tie game
In case of a tie game, two extra periods of three minutes each are to be played. If the score is tied at the end of the two overtime periods, the game is tied. The interval between the fourth period and the first overtime period shall be three minutes. The interval between the first and second overtime period shall be two minutes. The ends of the field shall be changed at the beginning of the first and second overtime periods. The team which did not have the kickoff at the beginning of the fourth quarter will kick off at the start of the first overtime period. The other team kicks off at the start of the second overtime period.

Section 2. Timing

a. Length of game
The game shall consist of four quarters of 10 minutes each, with a 2-minute rest interval between the first and second quarters and third and fourth quarters, and a 10-minute interval between halves. A 2-minute rest interval will be called between the first and second overtime period.

(1) The periods may be shortened to no less than four minutes by mutual consent of the coaches. The [redacted] must be notified.

(2) If a penalty kick is awarded and the whistle sounds for quarter, halftime or game, extra time shall be allowed to permit the penalty kick to be taken.

(3) The final horn of the timekeeper shall indicate the end of playing time.

b. Time-out
  (1) Time-out may be taken only when the ball is not in play, or at any time in case of injury.
  (2) Time-out may be taken only when ordered by the referee.
  (3) Time-out may be requested by any player on the field.
  (4) Two time-outs of two minutes each shall be allowed each team during the game.
  (5) Time-out shall be called by the referee and shall not be charged to the team in case of injury, disqualification, legal substitution (maximum 30 seconds), or any other unavoidable suspension of play.
  (6) Play is resumed, after time-out is taken, in the following manner:
    (a) If the ball is out-of-bounds when time-out is called, it shall be put in play from out-of-bounds.
    (b) If time-out is requested just after a foul is called, play shall be resumed by putting into effect the penalty for the foul.
    (c) If time-out is called after a goal has been scored, play shall be resumed by a kickoff.
    (d) In case time-out is called unavoidably when the ball is in play, play shall be resumed by a drop ball on the spot where the ball was when time-out was called.
  (7) Time-outs not used in a regulation game may be accumulated and used in overtime periods.

RULE 6. THE GAME

Section 1. Preliminaries

a. The coaches shall furnish scorers with the names and positions of their players before the game.

b. Captains shall indicate the goalkeeper to the referee before starting play and when making any change in goalkeeper. The referee shall make it known to the captain of the opposing team when any change is to be made in the goalkeeper.

c. The visiting team shall call the toss of the coin and the winner of the toss shall have the choice either of deciding which team shall kick off or selecting the goal which her team is to defend. At the beginning of each quarter, the kickoff shall be taken by the team which did not kick off at the beginning of the previous quarter.

d. Goals shall be changed at half time and at the beginning of the first and second overtime periods. The team which did not have the kickoff at the beginning of the fourth quarter will kick off at the start of the first overtime period.

e. Coaches may agree to shorten the playing time, and if so, notify the umpire of their decision by half time.

Section 2. Kickoff

a. The game shall be commenced by a place kick from the center of the field in the direction of the opponent's goal. The ball must be kicked into the opponent's territory at least the distance of its own circumference. The player who kicked the ball may not touch it again until it has been touched by another player. No opponent shall cross the restraining line, and no teammate of the one making the kick shall cross the halfway line until the ball has been kicked. No defensive player may be closer than five yards. A teammate of the player taking the kickoff may be anywhere in her own half of the field.

b. After a goal is scored, the team scored against shall take the kickoff.

Penalty – For any infringement on the kickoff, an indirect free kick shall be awarded at the spot where the foul occurred.

Section 3. Player's Privileges

a. A player may dribble, volley, block, trap or pass the ball. In blocking the ball at chest height, a player should fold her arms across her chest as a means of protection. If this is done, a foul shall not be called if the arms are not raised from this position to meet the ball. (Heading and shouldering are types of volleying.)

b. A player in possession of the ball may place herself between her opponent and the ball.

c. A player may kick the ball while it is trapped by an opponent, provided she does not commit a foul.

d. A player may play the ball without waiting for the [redacted] whistle except in the case of the kickoff, penalty kick and dropball.

e. A player may run forward any number of steps preliminary to taking a free kick, penalty kick, corner kick, defense kick and kickoff.

f. A player shall be penalized if she charges the goalkeeper in the penalty area. The umpire will remove without caution any player who intentionally charges the goalkeeper. The umpire will explain this to the teams at the start of the game. If the contact is not intentional, she will warn the player involved. Possession or control of the ball includes when the goalkeeper has the ball trapped with either one or two hands, bouncing the ball and dropping the ball for the kick.

Section 4. Offside

A player is in an offside position if she is nearer her opponent's goal line than the ball at the moment when the ball is played by one of her own team unless: (1) she is in her own half of the field or (2) there are at least two of her opponents nearer their own goal line than she is.

A player should not be penalized for being offside unless she is playing the ball, interfering with another player, or gaining advantage from standing in an offside position.

A player once offside can be put onside only in the following ways: (1) If she is behind the ball when it is next played by one of her own team or (2) if she repositions herself so that there are two opponents between her and her opponents' goal. A player may not be put onside by the action of the defense.

The ball hitting the goalpost, crossbar or referee and rebounding does not put a player onside.

Penalty – For offside, an indirect free kick shall be awarded the opponents at the spot where the foul occurred.

Section 5. Goalkeeper's Privileges

A goalkeeper within her own penalty area may handle the ball. The goalkeeper –

a. May pick the ball up.
b. May bounce the ball any number of times to the edge of the penalty area. A bounce may be dribbling or a bounce and catch, as long as no more than four steps are taken.
c. May punt the ball.
d. May drop-kick the ball.
e. May throw the ball.
f. May combine bounces with a punt, or a dropkick or a throw.
g. May take four steps with the ball in her hands preceding a punt, a drop kick or a throw. This rule does not apply to a

free ball. Immediately upon completion of the four steps and/or bounces, the goalie must get rid of the ball within three seconds.

h. Must not be interfered with or impeded in any manner when in possession of the ball. Possession includes the acts of dribbling with the hands, dropping the ball for a kick, or throwing the ball into the air and catching it.

Penalty – An indirect free kick is awarded for an infringement of any rule governing goalkeeper's privileges at the spot where the infringement occurred.

RULE 7. OUT-OF-BOUNDS

Section 1. Throw-in

When the ball passes wholly over the side, a player of the opposite team to that which played it out shall use a throw-in to send it into the field in any direction from the point on the sideline where it left the field of play. The player throwing the ball must stand outside the field of play with at least part of each foot touching the sideline, or on the ground outside the line, and must throw the ball into the field of play with any type of one-hand or two-hand throw. A few running steps may be taken as long as care is taken to keep a portion of both feet on the ground. The ball shall be considered in play as soon as it has been thrown. The thrower shall not play the ball again until it has been played by another player. All players must be five yards away until the ball has been thrown. If the [redacted] considers that an opponent is standing closer than five yards to delay the game, the [redacted] shall allow the game to continue unless the opponents gain an advantage, in which case the throw-in shall be repeated.

A goal may *not* be scored directly from a throw-in.

Penalties – A throw-in shall be awarded the opponents at the spot where the infringement occurred when –

a. The thrower contacts the ball a second time before it is played by another player.

b. A teammate of the thrower delays the game by standing closer than 5 yards.

Section 2. Defense kick

When the ball is sent over the crossbar, or over the goal line outside the goalposts, by a player of the attacking team, it shall be kicked in by a place kick by any player of the defending team at a point anywhere on the quarter circle marking the penalty area. The ball shall be kicked forward at least the distance of its circumference. The defense kick is over when the ball has been kicked. The player taking the kick shall not play the ball again until it has been played by another player. No player shall be allowed within five yards of the ball until it has been kicked. If the [redacted] considers that an opponent is standing closer than five yards to delay the game, play shall be allowed to continue.

If an opponent is standing closer than five yards to the persons taking the defense kick and gains an advantage thereby, the defense kick shall be taken over.

A goal may *not* be scored directly from a defense kick.

Penalties – An indirect free kick shall be awarded the opponents at the spot where the infringement occurred when –

a. *The kicker fails to kick the ball at least the distance of its circumference.*

b. *The kicker contacts the ball a second time before it is played by another player.*

c. *A teammate of the kicker delays the game by standing closer than five yards.*

Section 3. Corner Kick

The ball is sent over the crossbar, or over the goal line outside the goalposts, by any player of the defending team. It shall be kicked in by a place kick taken by a player of the attacking team from a spot on the goal line five yards from the nearer corner.

The halfbacks, fullbacks and goalkeeper of the defending team must stand on or behind the goal line until the ball is kicked. The attacking forwards may be anywhere in the field of play until the ball is kicked; however, no player shall stand closer than five yards until the ball is kicked. If the [redacted] considers that an opponent is standing closer than five yards to delay the game, play shall be allowed to continue. If an opponent is standing nearer than five yards when the ball is kicked and gains an advantage thereby, the kick shall be taken over. The ball must be kicked at least the distance of its circumference. The player taking the corner kick shall not play the ball again until it has been played by another player. The corner kick is over when the ball has been kicked. If a defender moves past the goal line into the field of play before the ball is kicked and thereby gains an advantage, the kick shall be taken over again.

A goal may be scored directly from this corner kick.

Penalties – An indirect free kick shall be awarded the opponents at the spot where the infringement occurred when –

- a. *The kicker fails to kick the ball at least the distance of its circumference.*
- b. *The kicker contacts the ball a second time before it is played by another player.*
- c. *A teammate of the kicker delays the game by standing closer than five yards.*

Section 4. Drop ball

When the ball is sent wholly over the sideline or goal line outside the goalpost by two opponents, the [redacted] shall put the ball in play by a drop ball five yards in from the sideline or goal line directly opposite the point where the ball left the field of play. If cause for a drop ball occurs within five yards of the goal, the drop ball shall be taken just outside the penalty area.

The ball shall be put into play by means of a drop ball for any temporary suspension of play, except on a free kick and in the penalty area. The drop occurs at the point where the ball was when play was suspended.

RULE 8. FREE KICK

Section 1. A direct free kick is awarded for the following fouls:

- a. Those committed by either team outside the penalty area.
- b. Those committed by the attacking team inside the penalty area.
- c. Those which result in disqualification of a player or players.
- d. Dangerous kicking and low heading.

Section 2. An indirect free kick is awarded for the following infringements:

- a. An improperly taken free kick, corner kick, kickoff, penalty kick, defense kick or drop ball.
- b. An infringement of the rule governing the goalkeeper's privileges.
- c. Offside.

Section 3. When the free kick has been awarded, a place kick is taken at the spot where the foul or infringement occurred by any player of the team awarded the free kick. The ball must be motionless when the free kick is taken and must roll at least the distance of its circumference before it may be played by another player. The kick may be taken in any direction. The kicker shall not play the ball again until it has been played by another player. No player shall stand closer than five yards from the ball until it has been kicked, with the following exception: If the free kick is awarded the attackers within five yards of the goal, the goalkeeper may stand on the goal line.

If an opponent is standing closer than five yards to the player taking the free kick and gains an advantage thereby, the free kick shall be taken over. The referee shall refrain from awarding a free kick if it is to the advantage of the offended team to allow play to continue.

Penalties – An indirect free kick shall be awarded the opponents at the spot where the foul or infringement occurred when –

a. The kicker taking a free kick fails to kick the ball at least the distance of its circumference.
b. The kicker contacts the ball a second time before it is played by another player.
c. A teammate of the kicker delays the game by standing closer than five yards.

RULE 9. PENALTY KICK

Section 1. A penalty kick is awarded –

a. For fouls committed by a player of the defending team within the penalty area.
b. For a team taking more than two time-outs.
c. For failure to notify the umpire when the goalkeeper is changed and the new goalkeeper handles the ball in the penalty area.
d. For illegal substitution by a player or a coach's abuse of the privilege of substitution.

A penalty kick is awarded for the following fouls committed by a player of the defending side within the penalty area:

1. Tripping an opponent
2. Kicking an opponent
3. Striking an opponent
4. Jumping at an opponent
5. Holding an opponent
6. Pushing an opponent
7. Intentional handling ball
8. Unnecessary roughness
9. Low heading
10. High kicking

Section 2. When a penalty kick is awarded, a place kick shall be taken from the penalty kick mark 12 yards from the goal. The ball must be kicked by an attacking player. The player taking the penalty kick must kick it forward and attempt to send it between the goalposts. All players, with the exception of the player taking the penalty kick and the defending goalkeeper, must be outside the penalty area and in the field of play. The defending goalkeeper may stand on the goal line, but must not advance beyond it until the ball has been kicked.

Penalties – An indirect free kick shall be awarded the opponents at the spot where the infringement occurred when--

> *The kicker fails to kick the ball forward at least the distance of its circumference.*

Section 3. A player must wait for the [redacted] whistle before taking the penalty kick. The ball shall be in play when the kick is taken. Only the goalkeeper may defend the goal. As soon as the ball is kicked, the goalkeeper may rush into the penalty area. The ball shall not be played again by the kicker until it has been played by another player. [redacted]

Penalty – An indirect free kick shall be awarded the opponents at the spot where the infringement occurred.

Section 4. A penalty goal shall be scored when the whole ball passes between the goalposts and under the crossbar directly from the kick of the player taking the penalty kick, or it is deflected between the goalposts by a defender.

Section 5. The penalty kick shall be considered over when the goal has been made or missed directly from the kick. A penalty kick which passes over the crossbar, or over the goal line outside the goalposts, shall be played as an out-of-bounds ball. After a missed penalty kick, a legally executed follow-up kick which passes between the goalposts and under the crossbar shall score a one-point field goal.

Section 6. If a penalty kick has been awarded and the whistle sounds even if the ball is in the air, for quarter, halftime or game, extra time shall be allowed to permit the penalty kick to be taken, or retaken if goal was made.

Section 7. Instructions To [redacted]

a. Although a penalty kick may be deserved, the [redacted] is empowered not to enforce it if to do so would benefit the offenders. If the goalkeeper advances before the ball has been kicked and the goal is not made, the [redacted] order the kick to be taken again. If a penalty kick is awarded and a score results, the [redacted] must ignore any infringement by the defenders and let the goal stand.

b. If an attacker who crossed into the penalty area before the ball was kicked makes or assists in making a field goal on the follow-up play directly after an unsuccessful penalty kick, the goal shall not count and the defenders shall be awarded a free kick.

c. The [redacted] shall not blow the whistle for the kick to be taken until all players are in their proper positions.

d. The player taking the penalty kick must make a valid attempt to score.

RULE 10. DROP BALL

Section 1. The drop ball is taken –

a. As a penalty for infringements or fouls committed simultaneously by members of each team.

b. When putting the ball into play after it is sent wholly over the sideline or goal line outside the goalposts by two opponents.

c. When putting the ball into play after a temporary suspension of the game, called when the ball was in play [redacted] opponents may take the drop ball.

Section 2. Description of drop ball

a. A drop ball is one which the [redacted] holds at waist level and lets drop directly from the hands to the ground between any two opposing players, excluding the goalkeepers. [redacted] If the ball does not touch the ground before it is played, the referee shall drop the ball again. A second violation by the same player on the same drop ball situation shall result in an indirect free kick to the opposing team. A goal may be scored directly from a drop ball. Players other than the two engaged in the drop ball situation may be anywhere on the field of play as long as they do not interfere with the drop ball procedures. A drop ball must be taken outside the penalty area.

b. When the ball is sent out of bounds by two opponents, the referee shall put the ball in play by a drop ball between the two who were responsible, five yards from the point where the ball left the field of play.

c. When a drop ball occurs within five yards of the goal, the drop ball shall be taken outside the penalty area.
d. A goal *may* be scored directly from a drop ball.

RULE 11. FOULS AND PENALTIES

Section 1.

[redacted]

b. A player shall not trip, kick, strike, hold, push or jump at an opponent, use unnecessary roughness, handle the ball, engage in high kicking or low heading, or charge the goalkeeper.

Penalties inside the penalty area –

1. *For any foul by the attacking team, a direct free kick shall be awarded the defending team at the spot where the foul occurred.*
2. *For any foul by the defending team, a penalty kick shall be awarded the attacking team from the penalty kick mark.*
3. *For any foul committed simultaneously by both teams, a drop ball shall be taken at the spot where the double foul occurred unless it occurred within dive yards of the goal. Then it is taken just outside the penalty area.*
4. *For intentional charging at the goalkeeper, the player shall be removed from the game and a direct free kick shall be awarded. If unintentional, player will be warned.*

Penalties outside the penalty area –

1. *For any foul by either team, the penalty shall be a direct free kick awarded the opposing team at the spot where the foul occurred.*
2. *For any foul committed simultaneously by both teams, a drop ball shall be taken at the spot where the double foul occurred.*

Section 2. Disqualification – The [redacted] may suspend any player or players from the game for unsportsmanlike conduct, unnecessary roughness or intentional charging of the goalkeeper, when she is in possession of the ball. When the goalkeeper has the ball trapped with either one or two hands, or when she is bouncing the ball she is considered in possession or control of the ball. A player or players so disqualified may not reenter the game.

Penalties –

- *a.* *A direct free kick shall be awarded the opponents at the spot if the foul occurs outside the penalty area.*
- *b.* *A direct free kick shall be awarded the opponents at the spot if the foul is made by the attacking team inside the penalty area.*
- *c.* *A penalty kick shall be awarded the opponents if the foul is made by the defensive team within their own penalty area.*
- *d.* ***The referee may penalize a coach for misconduct in the following ways:***
  - ***(1) first time give a warning,***
  - ***(2) second time give a penalty kick for opponents,***
  - ***(3) third time suspend from field and award penalty kick to opponents. If the coach refuses to leave, the coach's team defaults the game.***

RULES INTERPRETER

All questions regarding interpretations of these rules should be directed to:

ANNE MESSING
51 Hayloft Lane
Roslyn Heights, NY 11577

INDEX TO SOCCER RULES

	Rule	Sec.
Ball	1	2
Ball touching referee	6	4
Boundary lines	1	1
Captains	3	2
Changing goalkeepers	6	1b
Choice of goal	6	1c
Corner kick	7	3
Defaulted game	5	1c
Defense kick	7	2
Definitions	4	
Disqualification	11	2
Double foul	4	
Drop ball	7	4
	10	1,2
Extra time	5	2
Field	1	1
Fouls and penalties	11	
Inside penalty area	11	1
Outside penalty area	11	1
Disqualification	11	2
Free kick	8	
Direct, indirect	8	1,2
Game	6	
Goalkeeper's privileges	6	5
Goal lines	1	1
Goals	1	1c
Kickoff	6	2
Length of game	5	2a
Linespeople	2	7
Officials	2	
Official team	3	
Offside	6	4
Out-of-bounds	7	
Overtime	5	1,2d
Penalty areas	1	1b
Penalty kick	9	
Players and equipment	1,3	
Players privileges	6	3
Playing field —		
Areas and markings	1	1b
Diagram of	1	1
Preliminaries	6	1
Referee	2	
Restraining lines	1	1b
Scorekeeper	2	5
Scoring	5	1
Substitutes	3	3,4
Temporary suspension of game	5	2b
Throw-in	7	1
Tie score	5	1
Timekeeper	2	6
Time-out	5	2b
Uniforms	1	3

QUESTIONNAIRE ON EXPERIMENTAL RULES IN SOCCER
1976-77

Name ______________________ School ______________________

Address ______________________ Zip __________ Grades Taught ________

1. Did you use any or all of our Experimental Rules during this season? Yes ________ No ________
2. If you answered "No" to #1 above, please state briefly why you did not do so. ______________________
3. If answer was "Yes," in what situations have you utilized the Rules? _____P.E. Class _____Intramural _____Varsity _____Other
4. Do you favor the total adoption of these Experimental Rules? Yes ______ No ______
5. If you answered "Yes" to #4, please state why ______________________ ______________________
6. If you answered "No" to #4, indicate those rules you do favor and why ______________________ ______________________
7. How many injuries were incurred by players under your supervision while the Experimental Rules were used? ______________
8. Is this a greater number of injuries than you have had occur in games of previous seasons when play was more restricted? ______ ______________________
9. Are there other suggestions you have for rules changes or clarifications? If so, please state: ______________________ ______________________ ______________________

Return to: Elizabeth Begg
North Syracuse High School
Syracuse, New York 13212

Deadline date: January 31, 1977

EXPERIMENTAL SOCCER RULES FOR GIRLS AND WOMEN
1976-78

Note: Changes in rules from the 1974-76 *Soccer Guide* have been indicated by shading. Those rules which also differ from the 1976-78 official rules are indicated by a check (√).

Soccer is played by two teams of 11 players each. At the beginning of the game, each team lines up on its own half of the field. The game starts with a *kickoff* awarded to one team. The object of the game is for each team to advance the ball legally down the opponents' half of the field and score a goal by sending it between the opponents' goalposts under the crossbar. The team having the larger score at the end of the playing time wins the game.

RULE 1. FIELD AND EQUIPMENT

Section 1. Playing Field

a. Dimensions of the field

Maximum length – 120 yards √Maximum width – 75 yards
Minimum length – 80 yards √ Minimum width – 45 yards

Note: In any situation where a field 80 x 45 is being used, the proportion of all the field markings must be reduced accordingly:

1) penalty area shall be 35 x 15
2) goal area shall be 17 x 4
3) penalty kick mark to center of restraining circle shall be [illegible] yards.

(See diagram of field markings, pg. 40.)

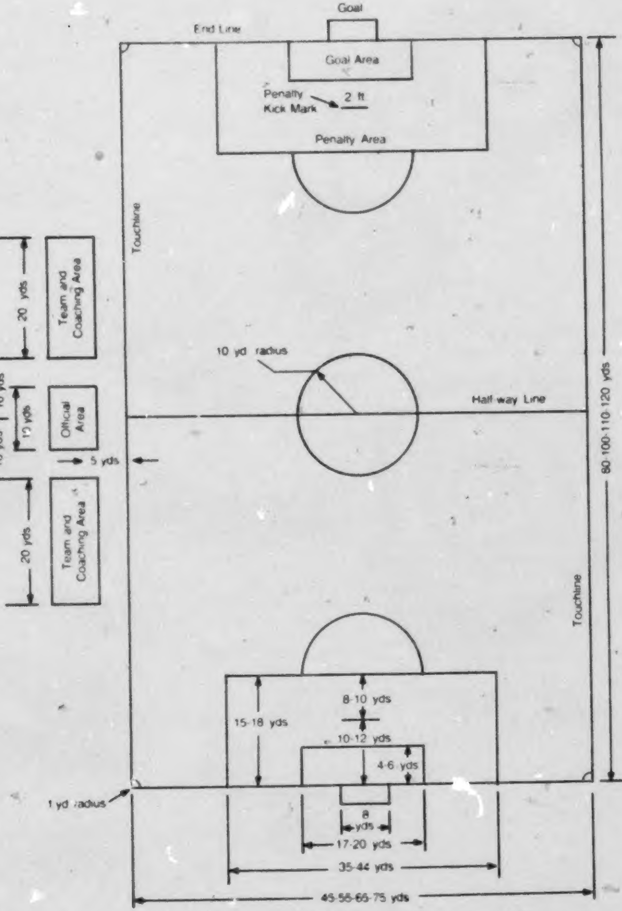
b. Field Markings

√(1) *Halfway line and circle.* The halfway line shall be drawn across the field connecting the middle points of the two sidelines. The center of the halfway line shall be indicated by a suitable mark. **With this mark as the center, a circle with a 10 yard radius shall be marked.**

√(2) **Penalty areas. At each end of the field of play, two lines shall be drawn at right angles to the endline, [illegible] yards from each goal post. These shall extend into the field of play for a distance of 18 yards and shall be joined by a line drawn parallel to the endline. This line should measure 44 yards.**

(3) *Penalty kick marks.* The penalty kick mark is a line two feet long marked parallel to each goal line, 12 yards from the center of the goal.

SOCCER FIELD DIAGRAM


Goal
End Line
Goal Area
Penalty Kick Mark
2 ft
Penalty Area
Touchline
20 yds
Team and Coaching Area
10 yds
10 yds
Official Area
10 yds
5 yds
10 yd radius
Half-way Line
80-100-110-120 yds
20 yds
Team and Coaching Area
Touchline
8-10 yds
15-18 yds
10-12 yds
4-6 yds
1 yd radius
8 yds
17-20 yds
35-44 yds
45-55-65-75 yds

√(4) *Corner kick mark.* At each [illegible] quarter circle shall be drawn on the [illegible] radius of this quarter circle shall be [illegible]

√(5) *A flag on a post,* not less than [illegible] having a pointed top, shall be [illegible] similar flagpost may also be [illegible] halfway line on each touchline and [illegible] outside the line.

c. **Goalposts and Area.**

The goals shall be upright posts 8 yards apart, with a horizontal bar 8 feet from the ground. The posts shall be fixed on the goal line equidistant from the corners. The maximum width of the goalposts and the maximum depth of the crossbar shall be 5 inches.

(1) *Goal nets.* The goal nets shall be attached to the posts and crossbar and fastened to the ground behind the outside edge of the goal line.

√(2) *Goal area.* At each end of the [illegible] shall be drawn at right angles [illegible] from each goal post. These shall extend [illegible] of play for a distance of 6 yards and shall [illegible] a line drawn parallel to the [illegible] enclosed by these lines and the [illegible] line shall be called the goal area [illegible] the goal area.

√ d. **Coaching and Official Areas.**

It is recommended that on one [illegible] shall be designated specific areas for [illegible] substitutes separated by an area for the [illegible] table. The team boxes and the [illegible] placed at least 5 yards from the [illegible] area will extend 5 yards on each [illegible] extended and the team boxes shall [illegible] each side of the halfway line for [illegible] These areas shall be marked by a dotted [illegible]

When teams are placed on opposite [illegible] the coaching areas shall extend 10 [illegible] the center line.

Section 2. The Ball

The circumference of the ball shall be not less than 27 inches nor more than 28 inches. The outer casing of the ball must be of leather, or other similar material that is weather resistant, enclosing a tightly inflated rubber bladder. No material shall be used in the construction of the ball which would constitute a danger to the players. The weight of the ball, at the start of the game, shall not be more than 16 ounces nor less than 14 ounces.

Note: For elementary and junior high players, a rubber ball of similar weight and dimensions may be used.

Section 3. Uniforms

Uniforms of the opposing teams must be of contrasting colors. In the event of a similarity of color, the home team shall be responsible to make the necessary change. This could be done by the wearing of pinnies. The jersey of the goalkeeper must be distinctly different from that of any teammate or opponent.

✓A number of solid color contrasting with the color of the uniform shall be worn by each player (except the goalkeeper) on the front and back of the shirt. The number in front shall be at least 4 inches high, the number in back at least 6 inches high.

Shoes must conform to the following standards: all cleats, studs or bars shall not be less than one-half inch in diameter or width, and they shall not project from the sole or heel of the shoe more than three-fourths of an inch. Leather, rubber, nylon or plastic cleats are legal if they conform to the width and length specifications. Shoes that have molded soles with multiple one-half inch diameter cleats which do not extend more than five-sixteenths of an inch from the sole and are not of an extreme conical design, are suitable. Shin guards should be worn for leg protection.

A player may not wear anything which is dangerous to another player. The referee in each game shall examine the equipment of each player. Check shoes. If a player is wearing any equpment not in compliance, she shall be sent off the field. She shall return after reporting to the referee who shall check to see that the player's equipment is in order.

RULE 2. OFFICIALS

Section 1. The officials shall be two referees,* two scorekeepers, two timekeepers and four lines people.

Section 2. Each referee has approximately one-half of the field to cover for the entire game, without changing sides. The field is

*It is strongly recommended that officials rated by the Affiliated Boards of Officials of the National Association for Girls and Women in Sport be secured.

divided by an imaginary line drawn diagonally from corner to corner. Each referee is responsible for the nearest touchline, and the goal line and play behind the goal line to the right.

f. The referee on the side nearer the scorer's table shall recognize substitutes and shall give the time-in signal on the center kickoff.

SECTION 3. Officials' uniform shall consist of a vertically striped navy blue and white shirt or jersey and navy blue dress slacks or skirt. Shoes should be similar to those worn by the players.

SECTION 4. The referee shall–

a. Make all decisions for infringement of rules committed within or outside the boundary lines from the beginning of the game to the end, including a period of temporary suspension.

b. See that all kickoffs, free kicks, defense kicks, corner kicks and penalty kicks are properly taken.

c. Suspend a game because of unforeseen weather conditions. If less than half the game has been played, the game shall be rescheduled. If one complete half or more has been played, the official shall declare a completed game.

d. Check all players' cleats before the game to see that they conform to the rules.

e. Use the whistle at the beginning of the game, and before each succeeding kickoff, including that at the beginning of each quarter.

f. Use the whistle to signify that the ball is out of play.

g. Use the whistle to put the ball into play only in case of a kickoff, penalty kick, drop ball or after a temporary suspension of the game. In all other cases of putting the ball into play, the referee shall omit the use of the whistle.

h. Use the whistle to signify that a field goal or penalty kick has been scored.

i. Call all fouls which would render the play unfair, dangerous or contrary to the written rules.

√j. Refrain from putting the provision of any infraction into effect if by so doing the referee would be giving advantage to the offending team.

√k. Explain warning for "charging the goalkeeper" to captains and coaches.

l. Suspend the game at any time in case of injury. There should be sufficient time to remove an injured player safely. (It may be necessary to wait for a stretcher or an ambulance.)

√m. If the horn blows, indicating the end of the game while the ball is on its way to the goal, the referee shall hold the whistle

n. [redacted]

SECTION 5. There shall be two scorekeepers, one of whom shall be official. The scorekeepers shall–

a. Record the names of the players and substitutes of each team and their positions.
b. Record all scores made by each team from field goals and penalty kicks.
c. Record the number of time-outs taken by each team and notify the [redacted] in case of more than two.
d. Record the team taking the kickoff at quarters and overtime periods.
e. Sound horn for substitution when the ball is not in play.

[redacted]

SECTION 6. There shall be two timekeepers, one of whom shall be the official timekeeper, [redacted]

√**SECTION 7. There shall be** 4 linespeople, two from each team. The linespeople shall assist the [redacted] by indicating when and where the ball went out of bounds. The [redacted] will decide the point at which the ball crossed the [redacted] The linespeople shall act as ball retrievers to avoid delay of the game.

RULE 3. PLAYERS AND SUBSTITUTES

SECTION 1. An official team shall be composed of 11 players; five forwards (left wing, left inner, center, right inner, and right wing), three halfbacks (left, center and right), two fullbacks (left and right), and one goalkeeper.

SECTION 2. A captain shall be designated for each team. The captain, or someone appointed to act as captain, must be on the playing field at all times.

SECTION 3. Substitutes.

√a. Substitutes may be put into the game for players who for any reason have been taken out. A player who has been taken out of the game for any reason other than disqualification may be allowed to reenter the game any number of times. A player is not to be considered out of the game if no substitute is put in her place. Before going into the game, the substitute shall report to the scorer. The [redacted] shall call time-out and recognize the player, and the substitute shall then take her place on the field. [redacted]

√b. If this procedure takes more than 30 seconds, time-out shall be charged to the team making the substitution. If a team substitutes more than one player at a time, the team is allowed a maximum of 30 seconds for making the substitutions. If both teams make substitutions at the same time, each team shall be allowed a maximum of 30 seconds. [redacted]

SECTION 4. A team can substitute—

a. On a throw-in
b. After a goal is scored
c. Ball goes over the endline
d. Between periods
e. Team time-out
f. Before a penalty kick
g. For a disqualified player
h. Injury

[redacted]

RULE 4. DEFINITIONS OF SOCCER TERMS

ATTACKING TEAM. Team which has possession of the ball.

BLOCKING. Intercepting the progress of the ball with some part of the body. It is legal to block with the arms and hands if they are in total contact with the body.

CARRYING. An infringement of the rules by the goalkeeper when she takes more than 4 steps while holding, bouncing or throwing the ball.

✓**CHARGING.** A player (with or without the ball) charging into an opponent in a violent or dangerous manner.

✓**CHARGING THE GOALKEEPER.** An opponent with or without playing the ball, charging into the goalkeeper in a violent or dangerous manner.

DANGEROUS KICKING. Raising the leg to shoulder height while an opponent is within 6 feet.

DEFENDING TEAM. The team which is attempting to gain possession of the ball while at the same time defending its own goal.

DIRECT FREE KICK. A free kick from which a goal may be scored directly.

DOUBLE FOUL. A double foul is an infringement of the rules committed simultaneously by a member of each team, for which a drop ball is awarded.

DRIBBLING. A succession of forward kicks in which the player keeps the ball under control.

DROP BALL. One which the official holds waist high and lets the ball drop directly from the hands to the ground between any two players, excluding the goalkeeper.

DROPKICK. A ball which is dropped to the ground and is kicked just as it rebounds from the ground. Only the goalkeeper within her own penalty area is permitted to drop-kick.

HANDLING. Contacting the ball intentionally with the hand or any part of the arm when the hands and arms are not in complete contact with the body.

HOLDING. Impeding the progress of a player by placing the hand or extended arm in contact with the player.

INDIRECT FREE KICK. A free kick from which a goal may not be scored directly.

LOW HEADING. Lowering the head to waist level or lower in the presence of an oncoming opposing player.

✓**OBSTRUCTION.** One or more offensive players, without the ball preventing an opponent from playing the ball, or running

[redacted]

√**OFFSIDE.** A player is in an offside position if she is nearer her opponents' goal line than the ball at the moment when the ball is played by one of her own team unless (1) she is in her own half of the field, (2) there are at least two of her opponents, one of whom may be the goalkeeper, nearer their own goal line than she is, [redacted]

OWN GOAL. The goal the team is defending.

OWN HALF OF FIELD. The half of the field in which their own goal is located.

PASSING. Advancing the ball from one player to another by means of a kick.

PLACE KICK. A kick made while the ball is stationary on the ground.

PUNT. A ball which is dropped and is kicked before it strikes the ground. Only the goalkeeper within her own penalty area is permitted to punt the ball.

√[redacted]

√**THROW-IN.** Manner of putting the ball in play after it has gone wholly over the [redacted]

TRAPPING. Stopping the progress of the ball by securing it under the foot, between both feet, or between the front of the leg or legs and the ground.

UNNECESSARY ROUGHNESS. Any act which might cause injury to an opponent. This includes dangerous kicking in an attempt to gain possession of the ball or kicking a ball directly into a player standing [redacted] without regard for the player's safety.

√**UNINTENTIONAL HANDLING.** The ball strikes or touches the hands or arms of a player. This shall not be penalized even though the advantage gained by the unintentional handling may go to the offending team or player. [redacted]

RULE 5. SCORING AND TIMING

Section 1. Scoring

Field goal	1 point
Penalty goal	1 point

Defaulted game	1-0
Tie game	overtime period

a. Field goal

  (1) A field goal shall be scored when the ball has been kicked or legally given impetus with the body so that it passes wholly between the goalposts and under the crossbar. A field goal may be scored from any spot within the field by any player who is not offside. If such a ball is last touched by a defensive player, a goal shall be scored for the attackers.

  (2) A field goal may be scored directly from a dropball, a corner kick, or a free kick awarded for tripping, kicking, striking, jumping at, holding or pushing an opponent, handling the ball, or unnecessary roughness, dangerous kicking or low heading.

  (3) A field goal may not be scored directly from a kickoff, a defense kick or from free kicks awarded for improperly taken kicks, offsides or any infringement of goalkeeper's privileges by the goalkeeper.

  (4) When a field goal may not be scored directly from a kick but a player nevertheless shoots for goal, the goal, if made, shall not count even though a defense player touches the ball on its way to the goal.

✓ b. Penalty goal

A penalty goal shall be scored when the ball passes wholly between the goalposts and under the crossbar, having been kicked directly from the penalty kick mark by the player taking the penalty kick. Such a kick, [redacted] shall score one point for the attackers.

c. Defaulted game

Failure of a team to appear for a scheduled game, failure to have 11 players to start play, or failure to have at least 9 players to continue play constitutes a defaulted game. When the defaulting team has the lower score, the game score shall stand.

✓ d. Tie game

In case of a tie game, two extra periods of [redacted] are to be played. If the score is tied at the end of the two overtime periods, the game is tied. The interval between the fourth period and the first overtime period shall be [redacted] The interval between the first and second overtime period shall be [redacted] The ends of the field shall be changed at the beginning of the first and second overtime periods. The team which did not have the kickoff at the beginning of the fourth quarter will kick off at the start of the first overtime period. The other team kicks off at the start of the second overtime period.

Section 2. Timing

√ a. Length of game

The game shall consist of four quarters of [redacted] with a 2-minute rest interval between the first and second quarters and third and fourth quarters, and a 10-minute interval between halves. A [redacted] will be called between the first and second overtime period.

√(1) [redacted]

(2) If a penalty kick is awarded and the whistle sounds for quarter, halftime or game, extra time shall be allowed to permit the penalty kick to be taken.

√(3) The final horn of the timekeeper shall indicate the end of playing time. [redacted]

(4)
- a.
- √ b.
- √ c.
  - 1.
  - 2.
  - 3.
  - 4.

√ b. Time-out

Time-out may be taken only when the ball is not in play, or at any time in case of injury. [redacted] possession of the ball will be given an indirect free kick at the point where the ball was in play when interrupted. If neither team had clear possession of the ball, play will be resumed by a drop ball at the spot where play was interrupted (unless in the penalty area). If the ball is dead in the penalty area, the play shall be resumed at the nearest point outside the penalty area.

(1) Time-out may be taken only when ordered by the referee.

√(2) Time-out may be requested by any player on the field, or by the coach's request at the scoring table, on a dead ball.

(3) Two time-outs of two minutes each shall be allowed each team during the game.

(4) Time-out shall be called by the referee and shall not be charged to the team in case of injury, disqualification, legal substitution (maximum 30 seconds), or any other unavoidable suspension of play.

(5) Play is resumed, after time-out is taken, in the following manner:

  (a) If the ball is out-of-bounds when time-out is called, it shall be put in play from out-of-bounds.

  (b) If time-out is requested just after a foul is called, play shall be resumed by putting into effect the penalty for the foul.

  (c) If time-out is called after a goal has been scored, play shall be resumed by a kickoff.

(6) Time-outs not used in a regulation game, may be accumulated and used in overtime periods.

RULE 6. THE GAME

Section 1. Preliminaries

a. The coaches shall furnish scorers with the names and positions of their players before the game.

b. Captains shall indicate the goalkeeper to the referee before starting play and when making any change in goalkeeper. The referee shall make it known to the captain of the opposing team when any change is to be made in the goalkeeper.

c. The visiting team shall call the toss of the coin and the winner of the toss shall have the choice either of deciding which team shall kick off or selecting the goal which her team is to defend.

At the beginning of each quarter, the kickoff shall be taken by the team which did not kick off at the beginning of the previous quarter.

√d. Goals shall be changed at the end of each quarter and at the beginning of each overtime period. The team which did not have the kickoff at the beginning of the fourth quarter will kick off at the start of the first overtime period.

Section 2. Kickoff

√a. The game shall be commenced by a place kick from the center of the field in the direction of the opponent's goal. The ball must be kicked into the opponent's territory at least the distance of its own circumference. The player who kicked the ball may not touch it again until it has been touched by another player. No opponent or teammate shall cross the halfway line until the ball has been kicked. No opponent may enter the restraining circle until the ball has been kicked. No defensive player may be closer than five yards. A teammate of the player taking the kickoff may be anywhere in her own half of the field.

b. After a goal is scored, the team scored against shall take the kickoff.

Penalty–For any infringement on the kickoff, an indirect free kick shall be awarded at the spot where the foul occurred.

Section 3. Player's Privileges

a. A player may dribble, volley, block, trap or pass the ball. In blocking the ball at chest height, a player should fold her arms across her chest as a means of protection. If this is done, a foul shall not be called if the arms are not raised from this position to meet the ball. (Heading and shouldering are types of volleying.)

b. A player in possession of the ball may place herself between her opponent and the ball.

c. A player may kick the ball while it is trapped by an opponent, provided she does not commit a foul.

d. A player may play the ball without waiting for the referee's whistle except in the case of the kickoff, penalty kick and dropball.

√e. A player may run forward any number of steps on or off the field preliminary to taking a free kick, penalty kick, corner kick, defense kick and kickoff.

√Section 4. Offside

A player is in an offside position if she is nearer her opponent's goal line than the ball at the moment when the ball is played by one of her own team unless: (1) she is in her own half of the field, (2) there are at least two of her opponents nearer their own goal line than she is, (3) the ball was last touched or played by an opponent or, (4) she receives the ball directly from a goal kick, a corner kick, a throw-in, or it is dropped by the referee.

A player should not be penalized for being offside unless she is playing the ball, interfering with another, or gaining advantage from standing in an offside position.

Penalty–For offside, an indirect free kick shall be awarded the opponents at the spot where the foul occurred.

Section 5. Goalkeeper's privileges

A goalkeeper within her own penalty area may handle the ball.

The goalkeeper–

a. May pick the ball up.
b. May bounce the ball any number of times to the edge of the penalty area. A bounce may be dribbling or a bounce and catch, as long as no more than four steps are taken.
c. May punt the ball.
d. May drop-kick the ball.
e. May throw the ball.
f. May combine bounces with a punt, or a dropkick or a throw.
g. May take four steps with the ball in her hands preceding a punt, a drop kick or a throw. This rule does not apply to a free ball. Immediately upon completion of the four steps and/or bounces, the goalie must get rid of the ball within three seconds.
√h. Must not be interfered with or impeded in any manner when in possession of the ball. Possession includes the acts of dribbling with the hands, dropping the ball for a kick, throwing the ball into the air and catching it or trapping with one or both hands.
√i. Must not deliberately delay getting rid of the ball when it is in her possession.

Penalty–An indirect free kick is awarded for an infringement of any rule governing goalkeeper's privileges at the spot where the infringement occurred.

RULE 7. OUT-OF-BOUNDS

√Section 1. Throw-in

When the ball passes wholly over the side, a player of the opposite team to that which played it out shall use a throw-in to send it into the field in any direction from the point on the [redacted] where it left the field of play. The player throwing the ball must stand outside the field of play with at least part of each foot either touching the [redacted] or the ground outside the line, and must throw the ball into the field [redacted]

A few running steps may be taken as long as care is taken to keep a portion of both feet [redacted] ball shall be considered in play as soon as it has been thrown. The thrower shall not play the ball again until it has been played by another player. All players must be five yards away until the ball has been thrown.

If the [redacted] considers that an opponent is standing closer than five yards to delay the game, the [redacted] shall allow the game to continue unless the opponents gain an advantage, in which case the throw-in shall be repeated.

A goal may *not* be scored directly from a throw-in. *Penalties—A throw-in shall be awarded the opponents at the spot where the infringement occurred when—*

- *a. The thrower contacts the ball a second time before it is played by another player.*
- *b. A teammate of the thrower delays the game by standing closer than five yards.*
- √*c. If the ball does not enter the field of play or touch a player on the field of play, the ball shall be awarded to the opponents at the spot of the original throw-in.*

Section 2. Defense kick.

When the ball is sent over the crossbar, or over the goal line outside the goalposts, by a player of the attacking team, it shall be kicked in by a place kick by any player of the defending team at a point anywhere on the quarter circles marking the penalty area. The ball shall be kicked forward at least the distance of its circumference. The defense kick is over when the ball has been kicked. The player taking the kick shall not play the ball again until it has been played by any other player. No player shall be allowed within five yards of the ball until it has been kicked. If the referee considers that an opponent is standing closer than five yards to delay the game, the play shall be allowed to continue.

If an opponent is standing closer than five yards to the persons taking the defense kick and gains an advantage thereby, the defense kick shall be taken over.

A goal may *not* be scored directly from a defense kick. *Penalties–An indirect free kick shall be awarded the opponents at the spot where the infringement occurred when–*

a. The kicker fails to kick the ball at least the distance of its circumference.

b. The kicker contacts the ball a second time before it is played by another player.

c. A teammate of the kicker delays the game by standing closer than five yards.

Section 3. Corner kick.

The ball is sent over the crossbar, or over the goal line outside the goalposts, by any player of the defending team.

✓It shall be kicked in by a place kick taken by a player of the attacking team from a spot on or off the field at the nearest one yard quarter circle.

The halfbacks, fullbacks and goalkeeper of the defending team must stand on or behind the goal line until the ball is kicked. The attacking forwards may be anywhere in the field of play until the ball is kicked; however, no player shall stand closer than five yards until the ball is kicked. If the referee considers that an opponent is standing closer than five yards to delay the game, play shall be allowed to continue. If an opponent is standing nearer than five yards when the ball is kicked and gains an advantage thereby, the kick shall be taken over. The ball must be kicked at least the distance of its circumference. The player taking the corner kick shall not play the ball again until it has been played by another player. The corner kick is over when the ball has been kicked. If a defender moves past the goal line into the field of play before the ball is kicked and thereby gains an advantage, the kick shall be taken over again.

A goal may be scored directly from this corner kick. *Penalties–An indirect free kick shall be awarded the opponents at the spot where the infringement occurred when–*

a. The kicker fails to kick the ball at least the distance of its circumference.

b. The kicker contacts the ball a second time before it is played by another person.
c. A teammate of the kicker delays the game by standing closer than five yards.

Section 4. Drop ball.

When the ball is sent wholly over the touchline or goal line outside the goalpost by two opponents, the referee shall put the ball in play by a drop ball five yards in from the touchline or goal line directly opposite the point where the ball left the field of play. If cause for a drop ball occurs within five yards of the goal, the drop ball shall be taken just outside the penalty area.

The ball shall be put into play by means of a drop ball for any temporary suspension of play, except on a free kick and in the penalty area. The drop occurs at the point where the ball was when play was suspended.

RULE 8. FREE KICK

Section 1. A direct free kick is awarded for the following fouls:
a. Those committed by either team outside the penalty area.
b. Those committed by the attacking team inside the penalty area.
c. Those which result in disqualification of a player or players.
d. Dangerous kicking and low heading.
√e. **Charging**
√f. **Charging the goalkeeper in penalty area.**

Section 2. An indirect free kick is awarded for the following infringements and circumstances:
a. An improperly taken free kick, corner kick, kickoff, penalty kick, defense kick or drop ball.
b. An infringement of the rule governing the goalkeeper's privileges.
c. Offside.
√d. **Obstruction**
√e. **Illegal substitutions.**

Section 3. When the free kick has been awarded, a place kick is taken at the spot where the foul or infringement occurred by any player of the team awarded the free kick. The ball must be motionless when the free kick is taken and must roll at least the distance of its circumference before it may be played by another player. The kick may be taken in any direction. The kicker shall not play the ball again until it has been played by another player. No player shall stand closer than five yards from the ball until it has been kicked. If the free kick is awarded the attackers within five yards of the goal, the goalkeeper may stand on the goal line.

If an opponent is standing closer than five yards to the player taking the free kick and gains an advantage thereby, the free kick shall be taken over. The referee shall refrain from awarding a free kick if it is to the advantage of the offended team to allow play to continue.

Penalties–An indirect free kick shall be awarded the opponents at the spot where the foul or infringement occurred when–

- *a. The kicker taking a free kick fails to kick the ball at least the distance of its circumference.*
- *b. The kicker contacts the ball a second time before it is played by another player.*
- *c. A teammate of the kicker delays the game by standing closer than five yards.*

RULE 9. PENALTY KICK

Section 1. A penalty kick is awarded–

- a. For fouls committed by a player of the defending team within the penalty area.
- b. For a team taking more than two time-outs.
- c. For failure to notify the referee when the goalkeeper is changed and the new goalkeeper handles the ball in the penalty area.
- d. For illegal substitution by a player or a coach's abuse of the privilege of substitution.

A penalty kick is awarded for the following fouls committed by a player of the defending side within the penalty area:

1. Tripping an opponent
2. Kicking an opponent
3. Striking an opponent
4. Jumping at an opponent
5. Holding an opponent
6. Pushing an opponent
7. Intentional handling ball
8. Unnecessary roughness
9. Low heading
10. High kicking

Section 2. When a penalty kick is awarded, a place kick shall be taken from the penalty kick mark 12 yards from the goal. The ball must be kicked by an attacking player [redacted] The player taking the penalty kick [redacted]

[redacted] She must kick it forward and attempt to send it between the goalposts. All players, with the exception of the player taking the penalty kick and the defending goalkeeper, must be outside the penalty area and in the field of play. The defending goalkeeper may stand on the goal line, [redacted]

Penalties—An indirect free kick shall be awarded the opponents at the spot where the infringement occurred when—

The kicker fails to kick the ball forward at least the distance of its curcumference.

SECTION 3. A player must wait for the [redacted] whistle before taking the penalty kick. The ball shall be in play when the kick is taken. Only the goalkeeper may defend the goal. As soon as the ball is kicked, the goalkeeper may rush into the penalty area. The ball shall not be played again by the kicker until it has been played by another player. [redacted]

Penalty—An indirect free kick shall be awarded the opponents at the spot where the infringement occurred.

Section 4. A penalty goal shall be scored when the whole ball passes between the goalposts and under the crossbar directly from the kick of the player taking the penalty kick, or it is deflected between the goalposts [redacted]

Section 5. The penalty kick shall be considered over when the goal has been made or missed directly from the kick. A penalty kick which passes over the crossbar, or over the goal line outside the goalposts, shall be played as an out-of-bounds ball. After a missed penalty kick, a legally executed follow-up kick which passes between the goalposts and under the crossbar shall score a one-point field goal.

Section 6. Instructions to [redacted]

√a. Although a penalty kick may be deserved, the [redacted] is empowered not to enforce it if to do so would benefit the offenders. If the goalkeeper advances [redacted] before the ball has been kicked and the goal is not made, the [redacted] shall order the kick to be taken again. If a penalty kick is awarded and a score results, the [redacted] must ignore any infringement by the defenders and let the goal stand.

b. If an attacker who crossed into the penalty area before the ball was kicked makes or assists in making a field goal on the follow-up play directly after an unsuccessful penalty kick, the goal shall not count and the defenders shall be awarded a free kick.

c. The [redacted] shall not blow the whistle for the kick to be taken until all players are in their proper positions.

d. The player taking the penalty kick must make a valid attempt to score.

RULE 10. DROP BALL

Section 1. The drop ball is taken—

a. As a penalty for infringements or fouls committed simultaneously by members of each team.

√b. When putting the ball into play after it is sent wholly over the [redacted] or goal line outside the goalposts by two opponents.

c. When putting the ball into play after a temporary suspension of the game, called when the ball was in play [redacted] in which case any two opponents may take the drop ball.

Section 2. Description of drop ball:

a. A drop ball is one which the [redacted] holds at waist level and lets drop directly from the hands to the ground between any two opposing players, excluding the goalkeepers. [redacted] If the ball does not touch the ground before it is played, the [redacted] shall drop the ball again. A second violation by the same player on the same drop ball situation shall result in an indirect free kick to the opposing team. A goal may be scored directly from a drop ball. Players other than the two engaged in the drop ball situation may be anywhere on the field of play as long as they do not interfere with the drop ball procedures. A drop ball must be taken outside the penalty area.

√b. When the ball is sent out-of-bounds by two opponents, the referee shall put the ball in play by a drop ball [redacted] five yards from the point where the ball left the field of play.

c. A goal may be scored directly from a drop ball.

RULE 11. FOULS AND PENALTIES

Section 1.

a. Any player wearing illegal equipment shall be sent off the field of play until such equipment is removed. The players shall only reenter the game under the same requirements as any other substitute. The player must first report to the referee who will check the player's equipment.

√b. A PLAYER SHALL NOT trip, kick, strike, hold, push, charge or jump at an opponent, use unnecessary roughness, handle the ball, engage in high kicking or low heading, charge or obstruct the goalkeeper.

Penalties inside the penalty area–

1. *For any foul by the attacking team, a direct free kick shall be awarded the defending team at the spot where the foul occurred.*
2. *For any foul by the defending team, a penalty kick shall be awarded the attacking team from the penalty kick mark.*
3. *For any foul committed simultaneously by both teams, a drop ball shall be taken at the spot where the double foul occurred unless it occurs within the penalty area.*

√4. *For intentional charging at the goalkeeper, the player shall be removed from the game and a direct free kick shall be awarded. If unintentional, player will be warned. The referee will explain this to the teams at the start of the game. Possession or control of the ball includes when the goalkeeper has the ball trapped with either one or two hands, is bouncing the ball, or dropping the ball for the kick. The goalkeeper may be on or off the ground.*

Penalties outside the penalty area–

1. *For any foul by either team, the penalty shall be a direct free kick awarded the opposing team at the spot where the foul occurred.*
2. *For any foul committed simultaneously by both teams a drop ball shall be taken at the spot where the double foul occurred.*

√**Section 2. Disqualification**–The referee may suspend any player or players from the game for misconduct, unnecessary roughness or intentional charging of the goalkeeper, when she is in possession of the ball. When the goalkeeper has the ball trapped with either one or two hands, or when she is bouncing the ball she is considered in possession or control of the ball. A player or players so disqualified may not reenter the game.

Rule 11. Fouls and Penalties

Penalties–

a. *A direct free kick shall be awarded the opponents at the spot if the foul occurs outside the penalty area.*
b. *A direct free kick shall be awarded the opponents at the spot if the foul is made by the attacking team inside the penalty area.*
c. *A penalty kick shall be awarded the opponents if the foul is made by the defensive team within their own penalty area.*
d. [redacted]

RULES INTERPRETER

All questions regarding interpretations of these rules should be directed to:

ANNE MESSING
51 Hayloft Lane
Roslyn Heights, NY 11577

INDEX TO EXPERIMENTAL SOCCER RULES

	Rule	Sec.
Ball	1	2
Captains	3	2
Changing goalkeepers	6	1b
Choice of goal	6	1c
Coaching & official areas	1	1d
Corner kick	7	3
Defaulted game	5	1c
Defense kick	7	2
Definitions	4	
Disqualification	11	2
Double foul	4	
Drop ball	7	4
	10	1,2
Equipment	1	2,3
Field	1	1
Fouls & penalties	11	
Inside penalty area	11	1b
Outside penalty area	11	1b
Disqualification	11	2
Misconduct	11	2
Free Kick	8	
Direct, Indirect	8	1,2
Game	6	
Goalkeeper's privileges	6	5
Goal lines	1	1
Goals	1	1c
Kickoff	6	2
Length of game	5	2a
Linespeople	2	7
Officials	2	1
Official team	3	1
Offside	6	4
Out-of-bounds	7	
Overtime	5	1,2
Penalty areas	1	1b2
Penalty kick	9	1,2,3,5
Players	3	1
Player's privileges	6	3
Playing field —		
Areas & markings	1	1b
Diagram of	1	1
Preliminaries	6	1
Referees	2	2,3,4
Restraining circle	1	1b(1)
Scorekeeper	2	5
Scoring	5	1
Substitutes	3	3,4
Temporary suspension of game	5	2b
Throw-in	7	1
Tie score	5	1d
Timekeeper	2	6
Time-out	5	2b
Uniforms	1	3

Comments and Interpretations on the Experimental Soccer Rules

DOLORES FABER

Note: Several are applicable to official rules as well.

RULE 5, SECTION 2 – TIMING OF GAME

Longer time periods (15 minutes) are proposed to enhance scoring possibilities. An increase in length of time might better reflect the capabilities of today's athlete as well.

RULE 1, SECTION 1a, b, c, d – FIELD SIZE AND MARKINGS

The proposed field markings for 1976-78 have been changed to conform to the international markings. Alternate markings have been included for those leagues that need or wish to play on a smaller field.

RULE 6, SECTION 4 – OFFSIDE

a. A player cannot be offside if she is in her offensive half of the field and not ahead of the ball.

b. A player is not offside if she receives the ball from an opponent, regardless of her position.

c. A player who is ahead of the ball when it is last played by a teammate must have at least two opponents nearer to the opposing goal or endline.

d. A player cannot be offside on the first play when an opponent last played the ball, on a corner kick, on a goal kick, drop ball or a throw-in.

e. A player once offside cannot become onside until an opponent plays the ball, or she is behind the ball when it is next played by a teammate, or if she has two (2) opponents between her and the endline or goal line when the ball is played by one of her teammates who is further from the opponents' end or goal line than she is.

When a player is in an offside position and NOT gaining an advantage, the official can hold the whistle. However, the violation must be called immediately upon contact of the ball by the passer toward the offender.

RULE 6, SECTION 5 – GOALKEEPER'S PRIVILEGES

The goalkeeper is restricted to a maximum of four (4) steps while in possession of the ball and must release the ball when these steps have been used. The goalkeeper must not be interferred with or impeded in any manner while bouncing, tossing in the air, or dropping the ball. The goalkeeper shall not act in any way that would unduly delay the game. A player may not attempt to kick, or kick the ball when held by the goalkeeper and may not harass, interfere or move with or alongside the goalkeeper or behave in any manner that would disconcert the goalkeeper. Any of the above would be construed as playing the goalkeeper.

a. The goalkeeper catches a kicked ball, then rolls it along the ground, picks it up, and takes four (4) steps before throwing the ball to a teammate. This is a legal maneuver as the rolled ball is a free ball which could be played by anyone and the four steps (unhindered by an opponent) is a legal privilege.

b. If the goalkeeper catches the ball, bounces it while taking three (3) steps, then throws the ball into the air taking three (3) more steps, the goalkeeper has taken a total of six (6) steps which is illegal.

RULE 7, SECTION 1, 2, 3 – DIRECT AND INDIRECT KICK

Offense for which direct free kick is awarded

Charging the goalkeeper
Charging opponent from behind
Charging opponent violently or dangerously
Charging opponent with feet off the ground
Handling the ball
Handling by the goalkeeper outside penalty area
Holding an opponent
Jumping at an opponent
Kicking or attempting to kick an opponent
Kneeing an opponent
Placing hands or arms on an opponent
Pushing an opponent
Running into goalkeeper
Striking or attempting to strike an opponent (Includes goalkeeper with ball)
Tripping an opponent

Offense for which indirect free kick is awarded

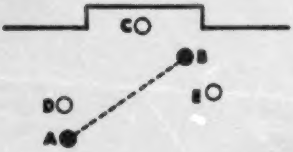
Carrying the ball by goalkeeper more than 4 steps
Charging fairly, away from ball
Dangerous play
Delay by goalkeeper in clearing the ball
Goalkeeper delaying the game – not clearing penalty area
Handling by goalkeeper who fails to report
Heading ball below level of waist, no contact
High kick, no contact
Hitch-kick, no contact
Interfering with goalkeeper
Kicking ball held by goalkeeper
Kicking ball second time on free kick
Obstruction
Offside
Penalty kicker playing ball second time before another player playing it

Persistent illegal coaching from touch line outside of coach's box
Persons, etc. on field of play
Players leaving field of play without permission
Playing goal-kick second time
Second illegal kickoff by team
Substitution without permission
Misconduct
Offensive team kicker playing ball, following penalty kick which rebounds from goal-posts, crossbar

DIAGRAMS ILLUSTRATING OFFSIDE RULE

● Players attacking the goal
○ Players defending the goal

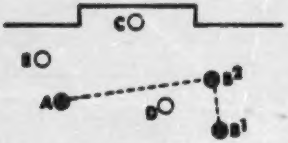
NO. 1 OFFSIDE



Clear Pass to Teammate

A has run the ball up and, having D in front, passes to B. B is offside because there are not two opponents between her and the goal line when the ball is passed by A. If B waits for E to get in front of her before she shoots, this will not alter her position in relation to A at the moment the ball was passed by A.

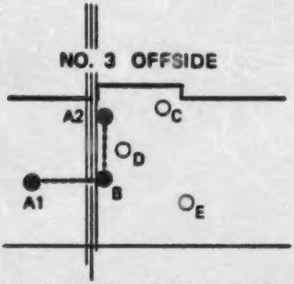
NO. 2 NOT OFFSIDE



Clear Pass to Teammate

A has run the ball up and, having E in front, passes across the field. B runs from position 1 to position 2. B is not offside because at the moment the ball was passed by A she was behind the ball and had two opponents between her and the goal line.

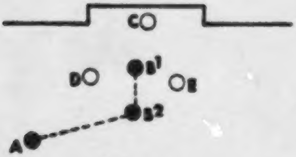
NO. 3 OFFSIDE



Clear Pass to Teammate

A and B make a passing run up the wing. A passes to B who cannot shoot because D is in front of her. A then runs from position 1 to position 2, where she receives the ball from B. A is offside because she did not have two opponents between her and the goal line when the ball was played by B.

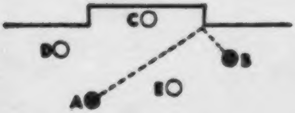
NO. 4 OFFSIDE



Running Back for Ball

A centers the ball; B runs back from position 1 to position 2, dribbles between D and E and scores. B is offside because she did not have two opponents between her and the goal line at the moment the ball was played by A.

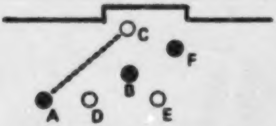
NO. 5 OFFSIDE



Ball Rebounding from Goalposts or Crossbar

A shoots for goal and the ball rebounds from the goalpost into play. B secures the ball and scores. B is offside because the ball is last played by A, her teammate, and when A played it, B did not have two opponents between her and the goal line and she is in front of A.

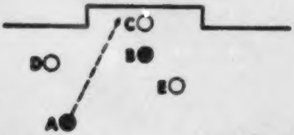
NO. 6 OFFSIDE



Shot at Goal Returned by Goalkeeper

A shoots at goal and is played by goalkeeper, C. B obtains possession but slips and passes to F, who scores. F is offside because she is in front of B, and when B passes the ball she did not have two opponents between her and the goal line.

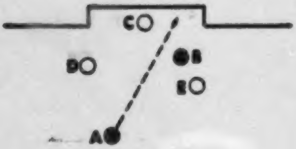
NO. 7 OFFSIDE



Obstructing the Goalkeeper

A shoots for goal and scores. B obstructs C so that she cannot get at the ball. The goal must be disallowed since B is in an offside position and may not touch the ball nor in any way whatever interfere with an opponnet.

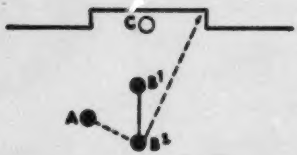
NO. 8 OFFSIDE



Obstructing an Opponent

A shoots for goal. B prevents E from running in to intercept the ball. B is offside because she is in front of A and does not have two opponents between her and the goal line when A plays the ball. When in this position, B may not touch the ball or in any way interfere with an opponent.

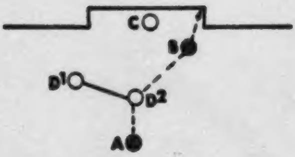
NO. 9 OFFSIDE



Getting into Onside Position

When A receives the ball, B is offside at position 1 because there are not two opponents between her and the goal line. B runs back from position 1 to position 2, receives a pass from A, and scores. B put herself from an offside position to an onside position by being behind the ball when it is next played by a teammate. A player not ahead of the ball when it is last played cannot be offside.

NO. 10 OFFSIDE



Ball Touching an Opponent

A shoots at goal. D runs from position 1 to position 2 to intercept the ball but it glances off her foot to B, who scores. The goal is disallowed since B was in an offside position. B did not have two opponents between her and the goal line when the ball was played by A and she cannot be put onside by action of the defense.

FUNDAMENTALS OF OFFSIDE

1. One of the fundamentals to remember with offside is the position of the ball with respect to the player.
2. A player once offside cannot put herself onside. This can be done for her only if:
    a. an opponent next plays the ball
    b. she is behind the ball when it is next played by a teammate.
    c. there are two opponents between her and her opponents' goal line when the ball is played by one of her teammates who is farther away from the goal line than she is.
3. The ball rebounding off a goalpost or crossbar does not put a player onside who was offside when the ball was last played.

OFFICIATING
NAGWS AFFILIATED BOARDS OF OFFICIALS

General Information

The Affiliated Boards of Officials (ABO) is one of nine substructures of the National Association for Girls and Women in Sport (NAGWS). The purpose of the ABO is to promote quality officiating for girls and women's sport programs by:

(1) Developing officiating techniques
(2) Providing materials for training and rating officials
(3) Disseminating information about officiating
(4) Promoting the use of ABO-rated officials
(5) Developing standards of conduct for officials compatible with the philosophy of the NAGWS
(6) Providing the organizational and administrative structure for the coordination of Affiliated Boards
(7) Promoting standards with respect to fees, ratings and uniforms

Approximately 181 Boards of Officials throughout the United States are affiliated with ABO/NAGWS. These boards provide opportunities for interested individuals to learn about officiating or judging and are authorized to give NAGWS ratings.

The Principles and Techniques of Officiating (PTO) Committees for each of the eleven sports in which ABO grants ratings are specifically concerned with enumerating the mechanics used by referees, umpires and judges in officiating games, meets or matches.

The Examinations and Ratings Committees for each of the eleven sports in which ABO grants ratings are responsible for preparing, revising and analyzing the officiating theoretical (written) examinations.

If you have questions concerning the techniques of officiating soccer write to:

LAUREL HAMMER, 22807 56th, Mt. Lake Terrace, WA 98036.

Inquiries on how to add a soccer rating to Board services, on study questions in the *Soccer Guide* or on the theoretical examination on soccer should be addressed to:

BETTY STORY, 13014 25th S.E., Everett, WA 98204.

Additional information regarding ABO officiating may be secured by writing:

NAGWS/AAHPER, 1201 Sixteenth Street, N.W., Suite 627, Washington, DC 20036.

STATEMENT OF PHILOSOPHY OF THE AFFILIATED BOARDS OF OFFICIALS:

THE ROLE OF THE OFFICIAL IN THE COMPETITIVE SITUATION

Educational values should be of primary concern to all who have leadership roles in a competitive program. As one of those fulfilling leadership roles, the official must be concerned with promoting those values and with the welfare of the participant. The unique contribution of the official is assuring equal opportunity and fair play for all. The official essentially acts as an arbitrator, providing judgments that are within the spirit and intent of the rules. Decisions are based on objective evidence, free from bias and from the emotion that often pervades the competitive environment.

An official enters the competitive situation with a thorough understanding of the letter, as well as the intent of the rules, the strategy and skills of the sport to be played, and correct execution of officiating techniques to view the contest accurately. The official maintains a friendly yet reserved attitude toward all throughout the sport experience. The official is flexible, operating within officiating standards appropriate to the age of the performers, the level of skill, and the facilities available. Biases by players, spectators and coaches will be evaluated with an understanding not only of the multiplicity of ways in which individuals may react to a competitive experience but also of the behavior appropriate to such an educational experience. Duties will be performed fairly, efficiently and without drawing undue attention to the official. In order to strengthen the official's effectiveness, personal evaluation of performance will be made and solicitation of constructive criticism from coaches, players and administrators will be sought. Though receiving a fee, the ultimate reward to the official will be that of having rendered a valuable service to girls and women who have found personal meaning in expressing themselves through the medium of sport.

STANDARDS FOR OFFICIALS' RATINGS IN SOCCER[1]

There are six ratings for officials, five of which qualify the holder to officate sports contests. Each is designed to meet the needs of various sports events and to stimulate interest of individuals who desire to officiate.

The *Examiner's rating* signifies the holder is qualified to rate officials.

The *Intramural rating* qualifies the holder to officiate contests in the school in which the holder is enrolled or contests of comparable level.

The *Apprentice rating* qualifies the holder to officiate contests which may be adequately controlled by a competent, but inexperienced official.

The *Local rating* signifies that the holder is qualified to officiate interscholastic and intercollegiate contests requiring a competent and experienced official.

The *State rating* signifies that the holder is capable of officiating any contest within the state or region where the rating is awarded.

The *National rating* signifies that the holder is capable of officiating any contest anywhere in the United States. This rating is for the most highly skilled official.

Specific requirements for all ratings are outlined below.

Examiner (not applicable, as yet, to soccer)

1. Prerequisite – must have held a State or National rating for a minimum period of six years. (The six years need not be consecutive but must be within the previous eight-year period.)
2. Theoretical examination – national examination, minimum 82.
3. Duration – two years from next June 1.
4. Renewal:
    a. In order to be eligible for renewal, the candidate must have been involved in the rating or training of officials.
    b. To renew, the candidate must pass the national theoretical examination with a minimum score of 82.
    c. Should the rating lapse for one year or less, the candidate remains eligible for renewal.
    d. Should the rating lapse for more than one year, the candidate must qualify through earning a State rating.
5. This rating is transferable to other Boards.

---

[1] See the current NAGWS *Basketball Guide* for information on ratings in all sports and for updated information on the standards and practices of the Affiliated Boards of Officials.

Intramural Official

1. Minimum standards – set by Affiliated Board.
2. Duration – two years from next June 1.

Apprentice Official

1. Minimum standards can be set by the Affiliated Board, *or* these standards may be followed:
   a. Minimum grades – average of theory and practical, 75.[2]
   b. Theoretical examination – national examination, minimum 74.
   c. Practical examination[3] – minimum 75; minimum number of raters: one.
2. Duration – two years from next June 1.

Local Official

1. Minimum grades – average of theory and practical, 80.[2]
2. Theoretical examination – national examination, minimum 76.
3. Practical examination[3] – minimum 80; minimum number of raters: two.
4. Duration – two years from next June 1.
5. This rating is transferable to other Boards.

State Official

1. Minimum grades – average of theory and practical, 85.[2]
2. Theoretical examination – national examination, minimum 82.
3. Practical examination[3] – minimum 85; minimum number of raters: three.
4. Duration – two years from next June 1.
5. This rating is transferable to other Boards.

National Official

1. Minimum grades – average of theory and practical, 88.[2]
2. Theoretical examination – national examination, minimum 88.
3. Practical examinations[3] – minimum, 88; minimum number of raters: three, one of whom must hold a National rating.
4. Duration – two years from next June 1.
5. This rating is transferable to other Boards.

---

[2] Effective *June 1, 1977* scores will no longer be averaged. Minimum scores for both the theoretical and practical will be used to determine the rating awarded.

[3] Persons holding State or National, ratings are qualified to rate.

Emblem and Uniform

The emblem for National officials in all sports consists of a shield. Other emblems are available for State, Local, Apprentice, and Intramural officials.

The official shirt for soccer is a navy blue and white striped tailored shirt or a navy blue and white striped jersey. A navy blue skirt or dress slacks for the activity should be worn with the shirt. Shoes should be similar to those worn by the players. Officials who receive fees for officating are required to wear the official shirt.

Note: Local Boards are encouraged to adopt uniform regulations for each contest such that each official is easily identifiable. For safety reasons, both officials should be attired the same.

The official shirts and emblems are available from the Hanold Company, Sebago Lake, ME 04075. The company can also provide blazers. When ordering, send dress size and check or money order for correct amount. Anyone may order the official shirt. A current rating card must accompany an individual's order for an emblem; however, it is not necessary to send a rating card when ordering a shirt.

An Affiliated Board may wish to have a supply of shirts or emblems for distribution to newly rated officials. A quantity order may be placed *only* by the Affiliated Board chairperson. It is not necessary that the chairperson's rating card be enclosed, but full payment must accompany the order.

Prices: Wash-and-wear shirt, $7.00; knit jersey with zipper neck, $10.50; navy flannel blazer, $35.00; National, State, Local, Apprentice, and intramural emblems, $1.75. (All prices are subject to change.)

Shipping charge: 75 cents per order.

Recommended Fees

Based on the NAGWS position advocating equal opportunity for all individuals and equal pay for equal service, the Affiliated Boards of Officials Executive Council voted to delete recommended fee schedules (March, 1975). As fees received by various boards throughout the nation differ from one another and from other officiating associations, problems existed in recommending minimums that were fair and equitable for all.

Local boards should establish fees that reflect the level of rating of the official as well as the type and level of competition within their locale. Boards are encouraged to establish fees in conjunction with local governing groups. The fee schedule should reflect differential pay based upon rating levels.

REGISTRATION OF OFFICIALS

A number of states require those who officiate either boys or girls interscholastic contests to be registered with the State High School Athletic Association or other administrative body. Holding a NAGWS rating ordinarily does not exempt an official from complying with this regulation.

All NAGWS officials who officiate any high school or junior high school games are urged to cooperate fully with their state regulatory body by registering with the proper organization and paying any required fee, by wearing the official emblem in addition to the NAGWS emblem, and by complying with all requirements for sports officials.

AMATEUR STANDING OF OFFICIALS

An official who wishes to maintain amateur status as a participant in a sport must be aware of the ruling(s) on amateur status established by the governing body for that sport.

Amateur status may be defined by groups governing high school and college level competition. National organizations governing amateur competition may also have established rulings on the amateur status of the participant.

The official who wishes to maintain amateur status as a participant is responsible for investigating the specific regulations of the governing body which has jurisdiction over such eligibility.

Amateur Standing in Soccer

The United States Soccer Football Federation, Inc. has jurisdiction over amateur soccer. Information about maintaining amateur status can be secured by writing: Executive Secretary, USSF, 350 Fifth Avenue, Suite 4010, New York, NY 10001.

HOW TO BECOME A RATED OFFICIAL

1. Study the rules, the article on the techniques of officiating and the study questions.
2. Attend interpretations meetings and officiating clinics or training courses conducted in your vicinity.
3. Practice often. To some, officiating comes easily; to others it comes only as the result of hard work and concentration. Welcome criticism and work hard to improve.
4. Find out from the chairperson of the nearest Affiliated Board when examinations for ratings are to be held. (Consult list of boards in *NAGWS Directory* available from NAGWS/AAHPER, 1201 Sixteenth St., N.W., Washington, DC 20036, cost, $3.00.)

5. Take your rating remembering that it is the aim of the Affiliated Boards of Officials to maintain high standards for officials.

INFORMATION FOR AFFILIATED BOARDS

How to Establish a Board of Officials

1. Establish the need for an Affiliated Board by contacting individuals in the area who have current ratings or who are interested in standardizing and raising the level of officiating badminton, basketball, competitive swimming, fencing, gymnastics, softball, synchronized swimming, tennis, track and field, or volleyball in that area.
2. Write to Ginny Hunt, Past Chairperson, ABO, c/o NAGWS 1201 Sixteenth St., N.W., Washington, DC 20036, for a sample copy of an authorized constitution for officials' boards and the *Policies and Procedures Handbook* and application for becoming an Affiliated Board.
3. At a designated meeting of interested individuals present plans for forming a board.
   a. Choose a name which will permit expansion of function as need may arise; do not limit title to one sport.
   b. From the group, elect a chairperson, chairperson-elect, secretary, and treasurer.
   c. Form an examining committee of at least three members for each sport in which you would like to give ratings. If any member has been rated elsewhere, such experience should be helpful; such a rating is not necessary, however, except in basketball and volleyball (See 4 below). It is suggested that members of the examining committee be examined and obtain ratings from other Affiliated Boards whenever possible.
   d. Make plans for drawing up a constitution according to the sample copy received from the Past Chairperson of the NAGWS Affiliated Boards of Officials. Plan to devote some time to the study of the rules and to practice officiating. If possible, secure the assistance of some rated official in each sport for which the Board anticipates giving ratings.
4. Send the completed application form, two copies of the local constitution, and a check for $10 annual dues (made payable to the NAGWS Affiliated Boards of Officials) to the ABO Past Chairperson. Indicate the sports in which you wish to grant ratings by listing the names and qualifications of three interested individuals. *Note:* In order to award local ratings in basketball and volleyball, two of the three individuals must

possess either a State, a National, an Honorary National or an Examiner's rating. To award the State rating all three must possess one of the above indicated ratings. (Include photostatic copies of current rating cards.) If, at the end of two years, a board wishes continued affiliated status in any sport, it will be required to have a minimum of three persons with State, National, Honorary National, or Examiner ratings. (Exception: Gymnastics and Synchronized Swimming, as films are used as the medium for administering the practical examination.) Approval of the application will come from the Past Chairperson of the Affiliated Boards of Officials who will request that examination packets be sent to your Affiliated Board Chairperson for all sports in which your Board is authorized to give ratings. The process of accepting an application for affiliation of a new Board and of requesting that the proper examination packets be sent ordinarily takes several weeks. Prospective Boards, therefore, should file for affiliation at least two months before they wish to hold rating sessions.

5. Administer Form A of the National Theoretical Examination. Form B of the National Theoretical Examination may be administered to those who did not pass Form A. The Intramural Examination may only be given to those candidates pursuing Intramural or Apprentice ratings. Once the Intramural Examination has been administered, the candidate forfeits the option to take either Form A or Form B.
6. To cover expenses involved in the construction and evaluation of written examinations, boards should charge a fee each time an individual takes a written examination. The Affiliated Boards of Officials Treasurer must receive 50 cents for each written examination given by a board. Board fees can exceed 50 cents per test in order to cover operating expenses.
7. Conduct practice sessions in rating officials. All persons on the examining committee who have not previously rated officials should have a minimum of three practice sessions prior to actually rating. Secure the assistance of a rated official in these practice sessions if at all possible.
8. Give practical examinations to individuals who pass the written examination. (Note minimum number of raters required to give various ratings on page 72.)
9. Request appropriate rating cards from the NAGWS National Office for distribution to those who pass the theoretical and practical examination.
10. Send lists of approved officials to schools and other organizations in the area. This notice should indicate the fees for officiating and should give the name, address, rating, and telephone number of each official.

11. Keep accurate lists of all persons receiving ratings. Forward these lists to the chairpersons of the Examinations and Ratings Committees in those sports in which your Board was authorized to give ratings. An appropriate form is included in each examination packet. Due dates for submitting all forms to appropriate E & R personnel: *June 1.*

Adding Sports – Expansion of Services

Should a Board wish to add ratings in other sports, the Chairperson of the Board should write the Examinations and Ratings Chairperson (E and R) in that respective sport. (Note current *NAGWS Guide* for that sport to identify the name of the individual.) The Board should indicate the names of a minimum of three persons qualified to act as examiners in that sport for the next two years. Qualifications and experience in the sport should be listed for each potential examiner. *Note:* For basketball and volleyball an examining committee of three persons holding State, National, Honorary National or Examiner's ratings is required to award a State rating. Two such individuals are necessary to award a local rating. No specific number of rated officials is needed to initiate ratings in other sports. Should your Board qualify, you will be notified directly by the E and R Chairperson and will receive a packet for administering examinations.

Maintaining Affiliated Status

To maintain affiliated status in each sport in which it gives ratings, a Board must:

1. Pay dues each year to the ABO Treasurer. (Notification will be sent each Fall.)
2. Submit a yearly report to each respective E and R Chairperson regarding the current status of rated officials. (Reports for each sport must be submitted by June 1. Appropriate forms are included in examination packets.)
3. Submit periodic accountings yearly to the ABO Treasurer as to how many examinations have been administered. (50 cents per examination is due ABO.)
4. At the end of two years, have at least three State officials for each sport in which it gives ratings. (Exceptions: Gymnastics and Synchronized Swimming)

Note: Examination packets are mailed yearly to qualified boards on:

August 1 – Volleyball and Basketball
September 15 – Competitive Swimming and Diving, Badminton, Tennis, Soccer

October 1 – Fencing
October 15 – Synchronized Swimming, Gymnastics
February 1 – Softball and Track and Field

Soccer Study Questions*

1976-77

Prepared by THE ABO EXAMINATIONS
and RATINGS COMMITTEE

Note: Questions are to be answered according to the official soccer rules.

PART I

Directions

Below is a list of 12 decisions which officials may make on plays occurring during the game. Read each statement, decide on the proper decision from the twelve listed, and write the answer on a separate piece of paper. For example, if the question describes a legal action, the answer is L; if it describes a "hold whistle" situation, the answer is HW; if it describes a situation that would result in a kick by the opposing team, the answer is CK, PK, DFK, IFK, or DK.

There is only one best answer, and it should be the decision made on the situation as it is described with no intervening play. Assume that no conditions exist other than those stated in the question. Unless otherwise indicated, the situation occurs during the regular playing period.

CODE
TI Throw in by opposing team from out-of-bounds
PG – Penalty Goal
FG – Field Goal
DB – Drop Ball
TO – Time-Out
CK – Corner Kick
PK – Penalty Kick
DFK – Direct Free Kick
IFK – Indirect Free Kick
DK – Defense Kick
L – Legal Play – no breach of rules; play continues
HW – Hold the whistle. A violation has occurred but should not be called until play develops further.

---

*This is the first principles and techniques article developed by ABO for soccer. See page 69 to determine how to secure a soccer rating.

Sample Question: **A Blue attacker without the ball charges into the Red goalkeeper.**

Answer: DFK

Questions

1. A Blue player without the ball is running down field and receives a pass. There is a defensive fullback and the goalkeeper between her and the goal.
2. A Red player gains control of the ball outside the penalty area and then intentionally backs into an opponent.
3. A Red player and a Blue player simultaneously kick at the ball while it is at shoulder level.
4. The goalkeeper deflects a shot over the crossbar.
5. A Blue player taking a free kick fails to stop the ball before kicking it.
6. A Red player taking a throw-in touches the ball for a second time before it has been played by another player.
7. An attempt at goal is deflected off a defender's foot and crosses the goal line between the goalposts.
8. The captain of the Red team requests the third team time-out for her team during the first overtime period.
9. A Blue player is dribbling the ball. As a Red player rushes toward her, the Blue player suddenly kicks the ball which hits the hand of the Red player who is still rushing in.
10. Prior to a throw-in the Red team requests a time-out for substitution for the left wing player. During the time-out for substitution confusion between the players causes the time-out to run 32 seconds.
11. A Blue attacker without the ball charges into the Red goalkeeper.
12. A Red player takes 40 seconds to substitute. Her team has had two team time-outs already.
13. At the third quarter kickoff, a player on the Blue team crosses the restraining line before the ball has been kicked by the opposing Red forward.
14. A Blue player crosses into her opponents' half of the field anticipating a pass from her teammate. The goalie is the only opponent between her and the goal when she receives the pass.
15. Player A taking the throw-in has the ball returned to her immediately by a teammate. Player A has one foot inside the playing field and the other foot still on the touchline.
16. A player on the Blue team is wearing shoes with rubber cleats projecting one-half inch from the sole.
17. A player taking a defense kick fails to kick the ball so that it rolls the distance of the circumference of the ball.

18. An offensive player kicks the ball over the endline on a shot for goal.
19. A teammate of the player taking a throw-in continually stands closer than five yards from the spot where the throw-in is being taken.
20. A Blue player kicks the ball into a Red player which results in the ball rebounding over the touchline.
21. A Red player trips an opponent at the restraining circle in an attempt to prevent her from getting the ball.
22. A Red player inside of her opponents' penalty area, while attempting to shoot for a goal, lowers her head lower than her waist while a Blue player is running toward her.
23. A Red player outside of the penalty area hooks her leg around a Blue player in an attempt to reach the ball which has been passed. The Blue player falls as a result of the contact.
24. During play as the left halfback of the Red team passes the ball, a dog runs onto the field and play has to be suspended. How should the game be restarted?
25. A Blue defensive player pushes an opponent within the penalty area.
26. A Red player is taking a corner kick. Before the ball is kicked the Blue halfback crosses the goal line into the field of play.
27. A Red player raises her leg above her shoulder to play a ball. A Blue player standing near is struck in the face by the ball.
28. On a defense kick the ball is kicked very hard by a Blue player in the direction of the goal. The ball goes 30 yards downfield, hits the shin of the Red goalie and crosses the goal line between the goalposts.
29. A teammate of the player taking the defense kick is standing three yards from the ball.
30. While a Blue player attempts a pass to her teammate at midfield, a Red player elbows her.

PART II

Directions

Read all questions carefully. Select the *one* item which *best answers* the question. Place the letter of that item in the space provided on the answer sheet. Unless otherwise indicated, the situation occurs during the regular playing period.

Sample question: How many players are there on a soccer team?

A. Five
B. Eleven
C. Ten
D. Eight

Answer: B

Questions

31. The referee on the side nearer the scorer's table shall
    A. Recognize substitutes and give the time-in signal on the center kickoff.
    B. Confer with the coaches and recognize the timer's signal.
    C. Give the time-in signal on the center kickoff and confer with coaches
    D. Stop play when necessary and confer with coaches.
32. When would an official refrain from using the whistle to put the ball in play?
    A. On the kickoff.
    B. On a throw-in.
    C. On a penalty kick.
    D. After a temporary suspension of the game.
33. A team can substitute on all of the following situations except:
    A. On a throw-in.
    B. On a team time-out.
    C. On a direct free kick.
    D. After a goal is scored.
34. Scoring is as follows:
    A. Field goal – 1 point, penalty goal – 1 point.
    B. Field goal – 2 points, penalty goal – 1 point.
    C. Field goal – 1 point, penalty goal – 2 points.
    D. Field goal – 2 points, penalty goal – 3 points.
35. A Blue player, taking a throw-in, runs 3 steps and releases the ball with both feet touching the boundary line. What is the referee's decision?
    A. Repeat the throw-in.
    B. Red receives a throw-in.
    C. Red takes an indirect free kick.
    D. Legal, play continues.
36. While taking a corner kick, a defensive fullback stands closer to the ball than five yards. What is the referee's decision?
    A. Allow play to continue.
    B. Offensive team receives a penalty kick.
    C. Offensive team receives a direct free kick.
    D. Offensive team receives an indirect free kick.
37. When is a penalty kick not awarded?
    A. For tripping an opponent.
    B. For a team taking more than two time-outs.
    C. For unnecessary roughness.
    D. For an infringement of goalkeeper's privileges.
38. When is a game considered defaulted?
    A. When a team takes more than two time-outs.
    B. When a team has only nine players to start the second half.

46. What signals should an official use to indicate a pushing foul by the defending team?
    A. Blow whistle and indicate time-out, move both hands with palms out from chest position in a pushing movement, then signal a direct kick in the direction of the kick.
    B. Blow whistle, move both hands in a pushing motion from the chest, and signal an indirect kick with both hands in the direction of the kick.
    C. Blow whistle and signal dead ball, give pushing signal and point to the penalty kick mark for the attacking team.
    D. Blow whistle, give pushing signal and verbally warn the person doing the pushing, then initiate a dropball between the two players involved.
47. The ball goes over the endline while being last touched by a Blue offensive team player. What is the official's decision?
    A. Indirect free kick for Red.
    B. Penalty kick for Red.
    C. Throw-in for Red.
    D. Defense kick for Red.
48. A goal can be scored directly from:
    A. A defense kick.
    B. A corner kick.
    C. An indirect kick.
    D. A throw-in.
49. On a defense kick, a teammate of the Red kicker is standing less than five yards away as the ball is kicked. What is the official's decision?
    A. Legal, play continues as no advantage has been gained.
    B. Indirect free kick for Blue at the spot where the ball was kicked.
    C. Penalty kick for Blue.
    D. Indirect free kick for Blue at the spot where the infringement occurred.
50. A goal *cannot* be scored directly from which of the following?
    A. A penalty kick.
    B. A direct free kick.
    C. A defense kick.
    D. A corner kick.

C. When a team has only nine players to start the game.
D. When a game is suspended because of weather.

39. An official game shall consist of four quarters of:
A. 10 minutes.
B. 12 minutes.
C. 15 minutes.
D. 8 minutes.

40. At the beginning of the first overtime period, which team gets the kickoff?
A. Determined by a toss of the coin.
B. The team that was scored against last.
C. The team that did not kickoff fourth quarter.
D. The team that did not have the last kickoff during regulation play.

41. Which of the following is not a privilege of the goalkeeper?
A. Pick up the ball.
B. Punt the ball.
C. Combine bounces with a punt or throw.
D. Take 5 steps with the ball.

42. The Red center, taking the opening kickoff, passes the ball back to her center halfback. What is the referee's decision?
A. Legal, play continues.
B. Blue receives an indirect free kick.
C. Blue receives a direct free kick.
D. A dropball is taken at the spot of the infraction.

43. On a corner kick for Red, a Blue player stands closer than 5 feet from the kicker. What is the referee's decision?
A. Indirect free kick for Red.
B. Hold the whistle, allow play to develop further.
C. Direct free kick at the spot where the infringement occurred.
D. Repeat the corner kick, blue has gained an advantage.

44. When shall a player be disqualified from the game?
A. For jumping at an opponent.
B. For unnecessary roughness.
C. For highkicking.
D. For lowheading.

45. For a low heading foul committed by a member of the attacking team, which of the following penalties should be imposed?
A. A penalty kick from the penalty kick mark.
B. A direct free kick from a spot where the foul occurred.
C. Remove the player from the game for unsportsmanlike conduct.
D. Stop play and warn the player for unsportsmanlike conduct, then award a drop kick between any two players.

Answers and Rule References

1.	L	6,4	26.	C K	7, 3 Corner kick
2.	D F K	8, 1a; 11, 1 (pushing)	27.	D F K	8, 1 Free kick
3.	D B	11, 1.	28.	C K	5, 1a(4); 7, 3
4.	C K	7, 3.	29.	I F K	7, 2
5.	I F K	8, 3 (Free kick).	30.	D F K	8, 1; 11, 2a
6.	T I	7, 1.	31.	A	2, 2; T of O
7.	F G	5, 1a (1)	32.	B	2, 4g Officials; T of O
8.	P K	2, 5; 5, 2b (6)	33.	C	3, 4
9.	L	4, Definitions	34.	A	5, 1
10.	T O	3, 3(a), (b); 3, 4(a)	35.	D	7, 1
11.	D F K	11, 1	36.	A	7,3
12.	P K	3, 3; 9, 1b	37.	D	9, 1
13.	I F K	6, 2	38.	C	5, 1
14.	I F K	6, 4	39.	A	5, 2
15.	L	7, 1	40.	C	6, 1d
16.	L	1, 3	41.	D	6, 5d
17.	I F K	7, 2	42.	B	6, 2
18.	D K	7, 2	43.	B	7, 3
19.	T I	7, 1	44.	B	11, 2; T of O
20.	T I	7, 1	45.	B	11, 1b (1)
21.	D F K	8, 1	46.	C	11, 1b (2); T of O
22.	D F K	8, 1 Definitions-Low heading	47.	D	7, 2
23.	D F K	11, 1	48.	B	7, 3
24.	D B	10, 1 Drop ball	49.	D	7, 2c
25.	P K	9, 1	50.	C	7, 2

INQUIRIES

Inquiries concerning these study questions or theoretical examination questions should be directed to:

BETTE STORY
13014 25th, S.E.
Everett, WA 98204

Techniques of Officiating Soccer*

Developed by THE ABO PRINCIPLES
AND TECHNIQUES OF OFFICIATING
COMMITTEE

Note: **Terms or techniques specific to experimental rules have been placed in parentheses.**

General Procedures

1. Officials should be sure of the date, time and place when accepting a game.
2. If unable to keep appointment, notify team at least 24 hours in advance. If less than 24 hours' notice is given because of an emergency, a substitute should be secured when requested by the team.
3. It is considered unethical to give up a game in order to officiate some other game more to one's liking.
4. Wear an appropriate uniform, a vertically striped navy blue and white shirt or jersey, and navy blue slacks or skirt. Shoes should be similar to those worn by the players.
5. Confer with the other official on allocation of duties and essential techniques. Review division of the field, signals to be used, interpretation of difficult rules and any other matters which will enable you to work together more smoothly.
6. Arrive on the field 15–20 minutes before game time.
7. Introduce yourself to the coaches.

Before Starting Game

1. See that the table for scorers and timers is at least 5 yards back from the sideline and opposite the center of the field.
2. Inspect the goal cages, playing area, boundaries and nonplaying areas adjacent to the field to ensure safe playing conditions and accuracy of markings.
3. Ask about local ground rules.
4. Upon arrival confer with captains, and by toss of a coin, designate defending goals and the kickoff team.
5. Confer with the coach of the home team to determine which official is to be the head referee, when both hold the same rating.

---

*These are the first study questions developed by ABO for soccer. See page 69 to determine how to secure a soccer rating.

6. Make certain that the scorers and timers know their duties.
7. Make certain that the linespeople know that they are to retrieve the ball as well as to designate which team did not kick the ball out-of-bounds.
8. Ask the official scorekeeper to record the score in the official scorebook. Ask the timer to use one timing device for actual playing time and the assistant timer to use a second timing device for time-outs.
9. Explain to the scorers and timers the signals to be used.

Official in Charge of Game

1. Start each playing period on the same side as the timers and scorers.
2. Declare a game a default or cancel it when necessary. Should a game be suspended because of unforeseen weather conditions after one complete half or more has been played, declare a completed game. If less than one-half of the game has been played, it shall be rescheduled.
3. Determine if ball to be used meets specifications stated in the rules.
4. Bring home captain to center of field, after inspecting her team's cleats to see that they conform to the rules. The other official shall bring the visiting captain to the center of the field, after inspecting her team's cleats. Introduce captains to each other and to the officials.
5. Remind captains that names (and numbers) of all players are to be handed to scorers in time to be listed in the scorebook 10 minutes prior to game time.
6. Captains shall indicate to the referees who the goalkeepers shall be, and be instructed to notify the officials of any change in goalkeepers during the game.
7. Have the visiting captain call the toss of the coin, and the winner shall have the choice of either deciding which team shall kick off or selecting the goal which her team is to defend.
8. Answer any questions and explain signals and ground rules.
9. Notify or instruct the official timer to notify each team at least 3 minutes before each half is scheduled to begin.
10. Instruct the official timer to come onto the field, and follow the official in charge of the game, when 60 seconds remains in the game.
11. Check the scorebook 10 minutes before the game is scheduled to begin to see that names (and numbers) of all players are listed, and check 3 minutes before game time to see that the starting lineup is indicated.

12. Check the scorebook at the end of each playing period to assure that the scorekeeper has recrossed the running score and team time time-outs.
13. Make it known to the captain of the opposing team when any change is to be made in the goalkeeper.
14. See that goals are changed at the end of each half (quarter) and at the beginning of each overtime period.
15. See that the kickoff at the beginning of each period shall be taken by the team which did not kick off at the beginning of the previous period.

Position on the Field

1. The official in charge of the game shall begin each playing period on the same side of the field as the timers and scorers.
2. The other official shall be positioned on the opposite side of the field as the timers and scorers.
3. Each official is primarily responsible for the nearest sideline (touchline) and the endline and play behind the endline to the right.
4. The head referee shall recognize substitutes.
5. The terms leading and trailing official refer to an official's position on the field in relation to the ball. The leading official should be even with or ahead of the ball. The trailing official is behind the ball. An official leads to the right and trails to the left. An official's position on the field does not necessarily determine that official's responsibility for the play on or off the ball.
6. The official whose sideline (touchline) the ball has crossed, shall designate by pointing to the spot from which the throw-in shall be taken.
7. The leading official must be as far down the field as the deepest offensive player.
8. Both officials will be responsible for calling infractions on or off the ball in their designated area.
9. The lead official is responsible for calling all offside penalties.
10. The official making a call shall be responsible for designating the placement of the penalty.
11. Both officials should keep moving so they have a clear view of the play at all times. Officials should rarely be directly opposite each other, but rather should try to maintain a diagonal placement on the field.
12. Neither official is limited to calling fouls (infractions) within that officials' own area. The officials should call fouls (infractions) outside that official's area when certain the other official cannot see them.

Starting the Game

1. The referee in charge of the game shall start each playing period with a kickoff in the middle of the field.
2. Before blowing the whistle to start play, the referee should be certain the team captains, scorers, linespeople, timers and the other official are ready.

Scoring

1. The trailing official is primarily responsible for play following a pass or try for goal.
2. The lead official recognizes the goal or score by blowing the whistle.
3. Both officials give the signal for the goal.
4. The referee on the scorer's side of the field should note the number of the player scoring, and inform the scorer, if necessary.

Throw-In

1. Prime responsibility for a ball out of bounds is with the official whose sideline (touchline) or endline the ball has crossed. The official should blow the whistle, give color of the team entitled to the ball, and at the same time, indicate with a horizontal motion of one arm and hand fully extended, the direction of the goal which that team is trying to score.
2. If the wrong team takes the throw-in from out-of-bounds, the referee shall blow the whistle and award the ball to the correct team.
3. The official should hold the whistle on a throw-in infraction to see that no advantage is gained by the team committing the violation.

Defense Kick

1. The lead official shall see that the ball is placed by any player of the defending team anywhere on the quarter circle marking the penalty area.
2. The lead official is responsible to see that all players remain 5 yards or more from the point of the kick.
3. The trail official, while moving up the field, is responsible for play away from the penalty.

Corner Kick

1. The lead official shall see that the defensive team remains behind the endline until the ball is kicked.

2. The trail official shall watch for infractions on or off the ball on the trail official's side of the field.

Drop Ball

1. The official whose touchline or endline the ball has crossed shall put the ball in play by a drop ball 5 yards in from the sideline (touchline) or endline directly opposite the point at which the ball left the field.
2. After suspended play, the official responsible for the area where the ball was when play was suspended shall be responsible for administering the drop ball.

Free Kick

The official calling the infraction shall be responsible for seeing that:

1. the ball is placed on the designated spot
2. the ball is motionless on the kick
3. the ball travels the distance of its circumference before it touches another player
4. the kicker does not play the ball again until it has been played by another player
5. that no player shall stand closer than 5 yards until the ball has been kicked

Penalty Kick

1. The leading official shall be responsible to see that the kick is taken from the penalty kick mark.
2. The leading official shall be responsible for recognizing the player desiring to take the kick.
3. The lead official shall signal with her whistle when the penalty kick can be taken.
4. The trailing official shall be responsible to see that all players, with the exception of the player taking the penalty kick and the defending goalkeeper, are outside the penalty area and in the field of play.
5. The lead official shall be responsible to see that the defending goalkeeper stands on the goal line until the ball is kicked (has both feet motionless until the ball has been kicked). NOTE: Hold whistle on goalkeeper if the infraction benefits the kicker.

Time-Outs

1. A time-out may be requested by any player on the field (or by the coach's request at the scoring table on a dead ball).

The referee will recognize a request for time-out when the ball is not in play, or at any time in case of injury.

3. Time-out shall be called by the referee and shall not be charged to the team in case of injury, disqualification, legal substitution, or any other unavoidable suspension of play.
4. Play will be resumed, after time-out is taken, in the following manner:
   a. If the ball is out-of-bounds when time-out is called, it shall be put in play from out-of-bounds
   b. If time-out is requested just after a foul is called, play shall be resumed by putting into effect the penalty for the foul
   c. If time-out is called after a goal has been scored, play shall be resumed by a kickoff

Substitution

1. The referee, after being notified by the scorer, shall call time-out and recognize the substitute.
2. The substitution shall not take more than 30 seconds, or a time-out shall be charged to the team making the substitution.
3. A team may substitute:
   a. on a throw-in
   b. after a goal is scored
   c. when the ball goes over the endline
   d. between periods
   e. on team time-outs
   f. before a penalty kick
   g. for a disqualified player
   h. for an injury
   i. on a drop ball.
4. A player may enter the game any number of times, providing she has not been disqualified.

Warnings and Disqualifications

1. For players – The referee may suspend any player from the game for misconduct, unnecessary roughness, or intentional charging of the goalkeeper, when she is in possession of the ball.
2. For coaches The referee may penalize a coach for misconduct in the following ways:
   a. 1st time-give a warning
   b. 2d time-award a penalty kick to opposing team
   c. 3d time-suspend from field and award penalty kick

NOTE: If the coach refuses to leave the field or adjacent playing area, the referee shall rule that the offending coach's team has defaulted the game.

Whistle Techniques

1. Use the whistle at the beginning of the game, and before each succeeding kickoff, including that at the beginning of each quarter.
2. Use the whistle to signify that the ball is out of play.
3. Use the whistle to put the ball into play only in case of a kickoff, penalty kick, drop ball, or after a temporary suspension of the game. In all other cases of putting the ball into play omit the whistle.
4. Use the whistle to signify that a field goal or penalty kick has been scored.
5. Blow the whistle for time-out and resumption of play.

Signals

1. Goal–both hands extended above head with palms away from the body
2. Offside–put hands on hips, then take hands off hips and move arms and hands about a foot away from body and then put back on hips
3. Tripping–stand lifting one foot off the ground with toe pointing down, then move extended foot back behind leg on which you are standing
4. Striking–with fist clenched and arm bent at elbow, move arm from shoulder joint back and forth
5. Jumping–with fist clenched and arm above head, bend and straighten arm at the elbow
6. Handling ball–extend one arm out in front of body and place hand of opposite arm on wrist of extended arm and move the wrist up and down the arm
7. Holding–extend one arm straight out to the side and then bend it at the elbow bringing hand down toward ground and with opposite hand grab wrist of arm that is pointing downward
8. Pushing–extend the arms in front of the body in a pushing motion
9. Charging violently–with elbows bent put both arms in front of body and then move elbows out and back in
10. Goalkeeper carrying ball–rotate arms around each other in front of body (same signal as traveling in basketball)
11. Dangerous play–extend arms horizontally away from body
12. Ball dead–extend one arm above head with palm facing away from body

13. Time-out–raise both arms above head and cross them at the wrist
14. Corner kick–point with one hand to designate side and area where kick is to be taken
15. Direct kick–make a forward underarm swing with one arm and point direction of the kick
16. Indirect kick–make a forward underarm swing with both arms and point the direction of the kick
17. Obstruction–hit the chest with palms of both hands, elbows out
18. Play on–extend one arm over head with fist clenched
19. Unsportsmanlike conduct (misconduct)– place one hand behind head, with elbow out

INTERPRETATIONS

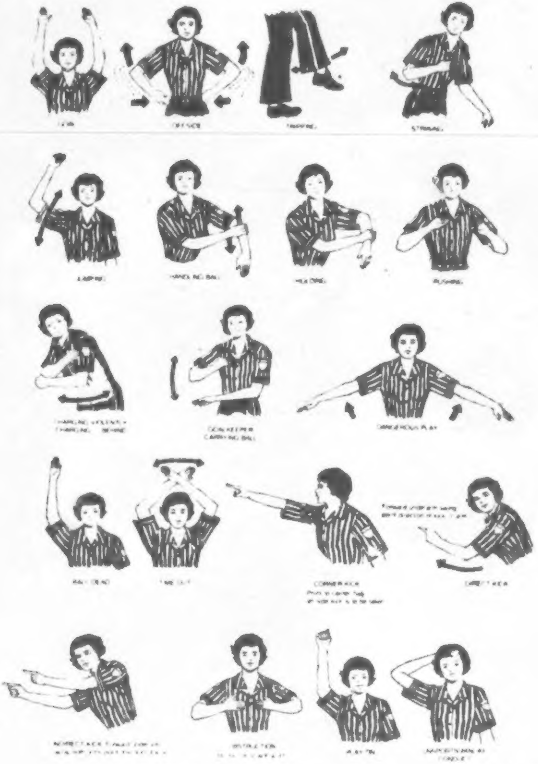
Questions concerning officiating techniques in soccer should be directed to:

LAUREL HAMMER
22807 56th
Mt. Lake Terrace, WA 98036

Soccer Signals

Below is a chart of official soccer signals. Verbal signals should be frequently combined with arm signals to interpret the game as completely as possible to the players.

In addition to encouraging students to practice officiating, the teacher should never underestimate the value of educating students to call their own out-of-bounds balls and fouls. No officiating system can ever be more effective than honesty and self-direction in the students themselves.


GOAL
OFFSIDE
TRIPPING
STRIKING
KICKING
HANDLING BALL
HOLDING
PUSHING
CHARGING VIOLENTLY
CHARGING BEHIND
GOALKEEPER
CARRYING BALL
DANGEROUS PLAY
BALL DEAD
TIME OUT
CORNER KICK
DIRECT KICK
INDIRECT KICK
OBSTRUCTION
PLAY ON
UNSPORTSMANLIKE
CONDUCT

The History of Soccer

JUDITH LAURETTE BASSANER

Judith Laurette Bassaner earned a B.A. in journalism and a M.S. in biological sciences. She is at present teaching and coaching at the Pennsylvania Academy for Girls in Philadelphia. She is also the organizer and founder of the Independent Girls' Soccer League of Pennsylvania. As head coach of soccer at the Academy, she brought her Junior Girls' Soccer Team to first place in 1973. In addition to coaching she is athletic director and has written many articles dealing with the rules, sportsmanship, participation and coaching techniques of soccer.

The origin of soccer is somewhat difficult to trace. The ancient Greeks had a game called harpaston wherein, by any possible means, a ball was propelled over lines located at opposite ends of a town and defended by the opposing teams. The most common way of advancing the ball was by throwing it and the word harpaston means just that "to hurl forward." The Romans adopted the game and called it "harpastum"; it became a military sport in the training of warriors. The Romans limited advancing the ball to kicking it or striking it with the hand. Its popularity with the Roman soldiers grew and they were encouraged to play. Martial, the court poet of Domitian, in the first century, advised all men and boys to play it, since this game had undisputed popularity.

The Roman invasion of England may be the reason for our present sport having its origin there as the Roman warriors carried the game with them. At least we do know that kicking games were in use throughout the ages; that soccer was not an invented game, but one that evolved gradually. The name "football" became attached to it either because it was a game played with the foot as a means of advancing the ball or because it was played on foot and not on horseback.

Soccer in England

In England, the early form of the game was mob football played by the common people. There were no limits as to how many players each side could use, and as the goals were often as far as a mile apart, the games usually lasted for hours. Games were played between one camp of soldiers and another, between married men and the bachelors of a town, between parish and parish and between trades. On all festival days, it became the feature attraction and was looked forward to by the common people.

Shrove Tuesday, or the Tuesday prior to the beginning of Lent, became the great soccer football day in England. Vast crowds would turn out to play or watch the game on this day. The game was rough and led to many fights and injuries because there were so many players and no rules enforced. This, together with the fact that the game became more popular than archery with the soldiers, led the rulers of England to outlaw the sport. In 1314, Edward II, in 1349 Edward III, in 1389 Richard II, in 1401 Henry IV, in 1504 Henry VIII, and in 1581 Queen Elizabeth all forbade the game to be played. Queen Elizabeth, ruling only against its being played in London, was no doubt prompted by the damage it caused to the stores when played in the streets. The clergy were opposed to the game because they objected to soccer being played on Sunday. The Scottish kings, James I and James III, ruled against it. As a game played by the common people, the aristocrats opposed it.

In olden times, football (or soccer) held no place in the annals of knight-errantry, but it found a warm corner in the breasts of common people. Football was banned by monarchs, but it defied the law; it was censured and threatened by prelates, but survived the onslaught; it was attacked by writers' pens, but it has outlived all.

After the Puritan epoch, with the revival of athletics, soccer football came back with a tremendous surge. English schools adopted and modified it to meet [illegible] limited space for exercise. The evolution of the dribbling game of today came about through this limitation of space plus the need for decreasing injuries. From the schools, it spread to the colleges of Oxford and Cambridge. In 1862, J. C. Thring drew up the first set of rules, which were ten in number and are still a part of the International Soccer Rules although some have been modified. In 1863, at a meeting in London of representatives of various organized teams, the Football Association was formed. This association adopted Thring's code of rules. Teams playing under these rules became known as Association Football teams, and from this the name of the game gradually changed from football to association football.

The shorter name of soccer, which probably originated from the players wearing socks, is commonly used in this country to distinguish association football from American football.

Spread of Soccer to Other Countries

From the British Isles, the game spread to the other countries of Europe and to all the English colonies. Forty Football Associations have been founded in nations all over the globe prior to 1930. At the present time, soccer is played in more than ninety-five countries, and it can be truly said that the sun never sets on the game of soccer. In most of these countries, it is the national and most popular team game. In the British Isles and South America, crowds of 100,000 or more people at a single match are not uncommon. In 1904, the Federation Internationale de Football Association was formed in Paris for the purpose of governing the National Associations. One outcome of the Federation has been the unification of rules, so that now all countries play under the same code. It is possible for a traveling team to secure matches readily in any part of the world, as the game is played everywhere under the same rules.

Eighty-two member nations belong to the Federation Internationale de Football Association. Because the Olympic games cannot handle the number of teams desiring to compete, worldwide geographical tournaments are held to decide the teams allowed to enter the games.

Soccer in America

As early as 1830, some form of soccer was being played in the American colleges, although the rules, if any, varied with different colleges. By 1860, many of the colleges along the Atlantic Coast were playing soccer regularly and using about the same rules. In 1868, Rutgers and Princeton Universities formed a set of rules providing for twenty-five men on each team and six goals to constitute a game; that is, the first team to score six goals should be declared the winning team. They specified also that the ball was to be kicked and not carried or thrown. The first intercollegiate game was played under these rules between teams representing Rutgers and Princeton at New Brunswick, New Jersey, on November 13, 1869. In this first game, Rutgers was the first to score six goals and soon won the game six to four. A week later, in the return match, Princeton won six to nothing.

During the succeeding years, matches between other colleges were played, but as each team had its own set of rules, there had to be compromises. Some of the colleges favored carrying the ball as well as kicking it (rugby), while others were opposed to having the ball advanced by any other means than the feet (soccer). The mix-up on rules and the bickering it caused between exponents of these two types led to the forming of the Intercollegiate Association Football (Soccer) League in 1907. This association functioned until 1925. In 1926, an organization to take its place was formed and is now known as the Intercollegiate Soccer Football Association of America. It has a membership of about 127 colleges and universities.

The United States Football Association was founded in 1913 and immediately affiliated itself with the Federation Internationale de Football Association, Amateur Athletic Union of the United States, and the American Olympic Association. It has affiliated with it over thirty-three organizations and two hundred soccer leagues. Two nationwide competitions are held in the United States every year: The National Challenge Cup Competition, which is open to both amateur and professional teams, and the National Amateur Challenge Cup Competition, open to amateur teams only. Teams compete for these cups in elimination matches, and interest and competition are keen. Soccer referees have organizations of their own as a part of the United States Football Association.

In January 1941, the first organization of soccer coaches was formed in New York known as the National Soccer Coaches Association of America; its purpose is the promotion and spreading of knowledge of the game.

In 1959, the first National Collegiate Athletic Association National Championship was held. Eighteen colleges, representing all sections of the United States competed, with St. Louis University emerging as the champion. This soccer tournament is now one of the fifteen national championship competitions sponsored by the NCAA.

Soccer is growing in all parts of the United States because of the demand in the high school athletic program for more sports. In many sections of the United States the development of school soccer is retarded because of a lack of coaches and officials. This need not be, however, for the National Soccer Coaches Association and the United States Soccer Football Association are both willing to help and to provide instruction to any organized group requesting such assistance.

It is hard to estimate the number of public and private schools that afford the opportunity for playing soccer. In general, it is popular in and around industrial cities. This is probably attributable to immigrants who brought the game here from their native countries.

Soccer is growing in all parts of the United States because of the demand in the high school athletic program for more sports. In many sections of the United States the development of school soccer is retarded because of a lack of coaches and officials. This need not be, however, for the National Soccer Coaches Association and the United States Soccer Football Association are both willing to help and to provide instruction to any organized group requesting such assistance.

In school and community sports programs around the country, girls and women soccer players are slowly establishing well-organized programs and leagues of their own. Today, female athletes can enjoy the same competition in the game of soccer as their counterparts, displaying equal performance and skills. Yes, soccer has come a very long way indeed!

Bibliography

Coyer, Hubert E. *The Coaching of Soccer.* Philadelphia. W. B. Saunders, 1937. p. 20.

Jeffery, Bill. *The Boys With the Educated Feet.* Minneapolis: Burgess Publishing Co., 1933. p. 1.

Waters, Earle C.; Hawk, Paul E.; and Squires, John Y. Rev. ed. *Soccer.* New York: Arco Publishing Co., 1973. pp. 3-6.

Soccer — Drills for Skill

DIANE CHAMBERLAIN

Diane Chamberlain is an instructor of physical education at Brigham Young University. She studied at California State University, Los Angeles (B.A.) and Brigham Young University (M.S.).

Most physical educators incorporate drills of many kinds into their instruction of sports skills. When carefully planned and applied, the drill can be an important step in skill progression. There are several considerations which, if applied when devising drills, will help produce a drill that is an effective learning tool. The drills illustrated in this article resulted from a creative assignment in a soccer teaching technique class for physical education majors. The students were asked to apply the criteria listed below for successful drill construction when devising their drills.

1. *The drill should insure practice of the desired skill.* Some drills fail to do this and the practice that results is often full of incorrect movement.
2. *Provide for Maximum Practice.* Keep groups small; provide balls for everyone or for every two people (balls other than soccer may be used for many drills).
3. *Make it Gamelike.* The drill should not be so isolated that it has no application in the game situation. The skills learned in a drill should be easily incorporated in the game.
4. *Make It a Challenge.* The drill should be an incentive for the student to practice, not one producing bordeom.
5. *Insure Consistent Setup.* If performance of drill depends upon the setup of a second person, make requirements on the setup so that it is consistent and the drill can be performed successfully.

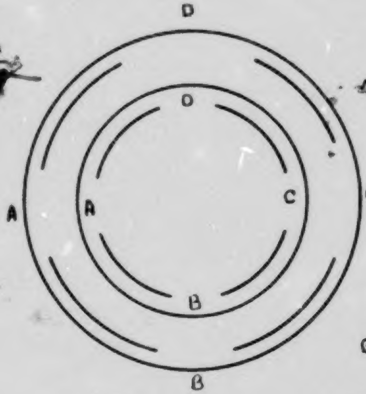
Following are the drills constructed by the teaching technique class.

Dribbling

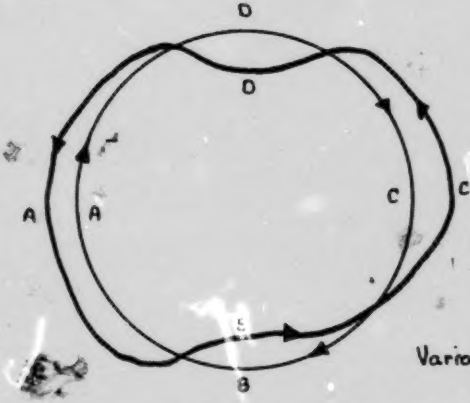
Linda Grimm
Laurie Armitage

Double circle – straight dribbling

Each player in the outside circle has a ball. The outside circle dribbles clockwise. On the third time that the players on the outside circle meet their previously assigned partner on the inside circle they pass the ball to that partner. Variations: (1) Outer circle runs in circle. Inside circle weaves in and out of the inside circle. (See Figure 1, variation #1). (2) Do not assign partners. When teacher blows whistle the outside circle passes the ball to the next upcoming player on the inside circle. (3) Change directions. (See Figure 1.)



Basic Drill



Variation #1

Figure 1.

Dribbling

Kay Dahlberg

One line dribbles around obstacle formation.

Player Ⓐ dribbles to and around $\boxed{1}$, then on to and around $\boxed{2}$ next to and around $\boxed{3}$, and finally back to starting position. Player Ⓑ begins when Ⓐ is at the $\boxed{2}$ position. (See Figure 2.)

Note: obstacles may be players or cones.

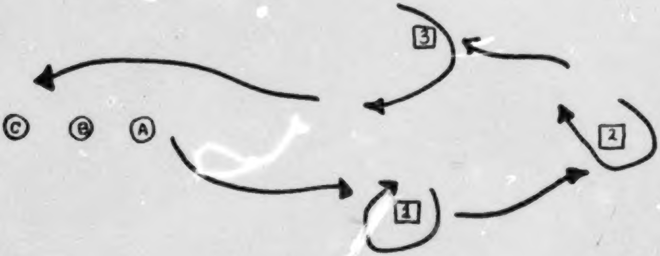


Figure 2.

Dribbling and Pass

Patti Brooks

Single line dribbles around obstacle formation and passes.

The first player begins at the restraining line, dribbles between cones and around circle. At point $\boxed{B}$ the ball is passed back to restraining line. The second player begins when the first player reaches cone $\boxed{4}$. (See Figure 3.)

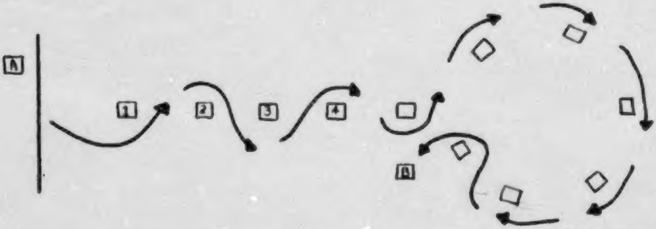


Figure 3.

Dribble and Fake

Marie Bone

Ⓐ begins with ball and dribbles to Ⓑ where she fakes and dribbles to and around Ⓒ ; then on to and around Ⓓ ; she finally dribbles to beginning point. Rotate players to each position. (See Figure 4.)

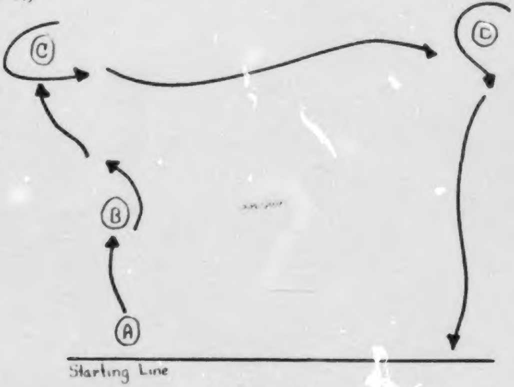


Figure 4.

Dribble – Pass – Tackle

Lana Bolan

Two offensive lines facing one defensive line.

Lines C and B move forward (toward line A) passing the ball between them. Line A moves toward the ball and attempts to tackle.

Rotation: Those in line A rotate to end of line B. Line B goes to end of line C. Line C goes to end of line A. (See Figure 5.)

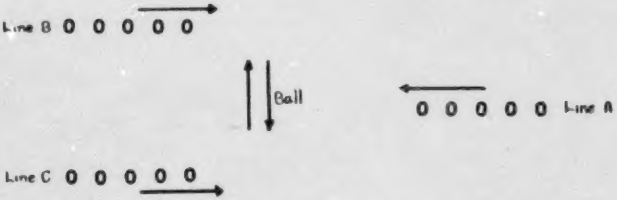


Figure 5.

Passing — Wendy Shurbet

Six players positioned on various points of a triangle.

The ball starts with A who begins the following passing pattern.

1. Ⓐ to Ⓑ
2. Ⓑ to Ⓒ
3. Ⓒ to Ⓓ
4. Ⓓ to Ⓔ
5. Ⓔ to Ⓐ
6. Ⓐ to Ⓕ
7. Ⓕ to Ⓔ
8. Ⓕ to Ⓑ

The numbers (1) indicate the number of the pass. (See Figure 6.)

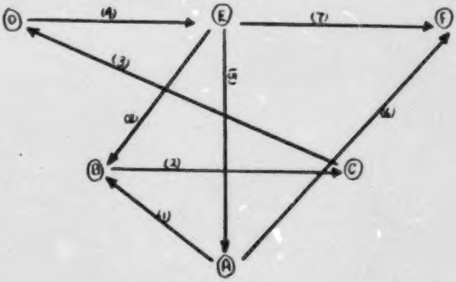


Figure 6.

Kick – Trap – Dribble – Dodge — Nancy Christiansen

Two single file lines facing one another.

Ⓐ place kicks to Ⓑ ; Ⓑ traps the ball and dribbles to [1] ; at [1] player Ⓑ dodges around [1] and passes to the next player in line A.

To rotate: Ⓐ's go to end of line B. Ⓑ's go to end of line A. (See Figure 7.)

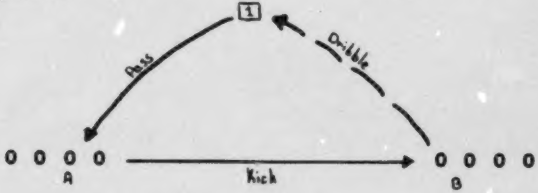


Figure 7.

Block – Dribble – Pass – Fake – Trap

Marjorie Painter

Ⓐ Ⓑ Ⓒ Ⓓ = people $\boxed{1}\boxed{2}\boxed{3}\boxed{4}\boxed{5}$ = stations

Begin at station 1 . A tosses to station 2 . B blocks ball, dribbles and feints around $\boxed{3}$ then stops. Ⓑ passes to Ⓒ at $\boxed{4}$. Ⓒ traps and passes to Ⓓ at $\boxed{5}$. Ⓓ dribbles to Ⓐ at $\boxed{1}$.

To rotate players move to next station as Ⓓ dribbles to Ⓐ . Keep rotating until players return to home position. (See Figure 8.)

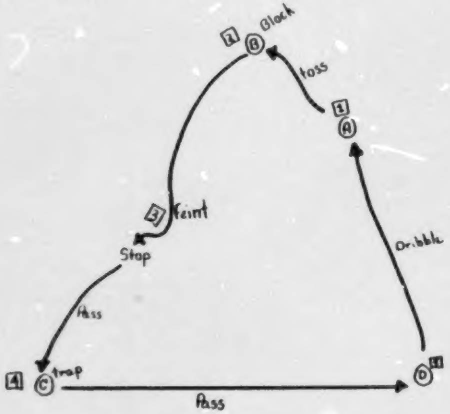

2
B
Block
toss
1
A
3
Feint
Stop
Pass
Dribble
4
C
trap
Pass
D
5

Figure 8.

A Soccer Circuit

BARBARA J. CALL

Barbara J. Call is assistant professor of physical education at the University of Kentucky at Lexington. She holds a B.S. from Ohio State University, an M.S. from Winona State College and an Ed.S. from Eastern Kentucky University. For the past six years she has been teaching soccer at the university.

Many coaches and athletic trainers are using circuits for training their athletes. Some refer to the circuit as stations. No matter what the system is called, the advantages of such organization are many. It might be a self-testing situation or it might be adapted for testing purposes. Depending on the needs of the class or the demands on the facility, the circuit can easily be modified or expanded. If a large class is a problem, the circuit may be used in the fringe areas of the field, thus eliminating the problem of what to do with the extra players not in the game. Squad leaders or class assistants can be put in charge of each station. Times may be kept so that students can measure their own progress.

Following is a description of a circuit that was used in soccer classes for physical education majors at the University of Kentucky (see Figure 1):

Station I: Kick for a goal – Two lines each with a ball. The student dribbles to the penalty kick mark, kicks for a goal, retrieves the ball, dribbles and passes back to the first student in the opposite line from which she started, and goes to the end of that line.

Station II: Dribble and pass – Two lines 5 yards apart, 2 balls. The first two dribble and pass the 50 yards of the field. As the pair reach the goal line, they turn to their side line and continue to dribble back to the halfway line. As they turn, the next pair in line start. (If more balls are available, pairs can start sooner thus making this a more continuous exercise.)

Station III: Throw in and trap – Two lines each with a ball. One student stands 15 feet in front of her line and passes to the first player in her line. That player traps the ball, gains control, and dribbles out to become the passer.

Station IV: Dribble around cones – Two lines each with a ball. The 5 cones are placed 5 yards apart. The first student in each line dribbles in and out of the cones and back to the starting point. She

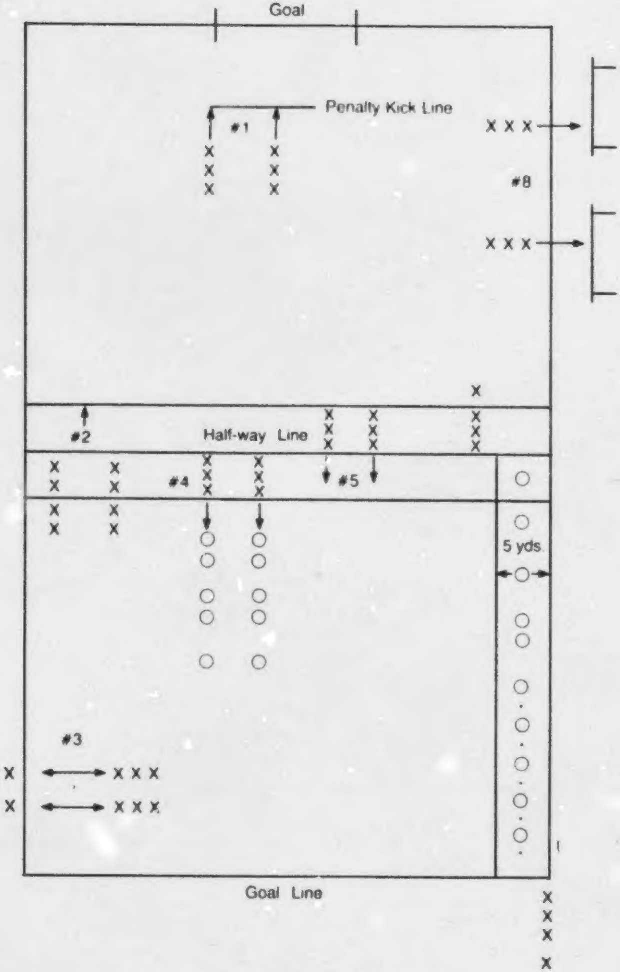

Goal
Penalty Kick Line
#1
XXX
#8
XXX
#2
Half-way Line
#4
#5
5 yds.
#3
Goal Line

Figure 1. A soccer circuit.

passes to the next person in line as she passes the last cone. She then goes to the end of the line. This drill can be scored and timed.

Station V: 50 yard dribble – Two lines each with a ball. The student dribbles for speed using a minimum of 12 contacts. The student dribbles from the half way line to the goal line and back, passing when she gets to the restraining line.

Station VI: Pass at the pins – 5 bowling or duckpins for each line placed 4 yards apart. Place twine or string or make lines (or use the field hockey alley lines) 5 yards apart with the pins in the middle. The student stays outside the line, dribbles down to pin #1, attempts to knock the pin over, retrieves the ball and kicks at pin #2 from the other side. She continues through #5. If there are any pins remaining, she reverses and attempts to knock over the pins as she returns to the line. If she successfully knocks over all the pins on first try, she dribbles back and passes to the next person in line. The drill can be scored and timed.

Station VII: Bench kick drill – Two benches turned on their sides so the flat sitting edge is toward the line. Two lines each with a ball. Starting with a ball 5 feet from the bench, the student continually kicks to the bench. The challenge can be according to the objectives of the class. ("Can you hit the bench with the ball 10 times?") This drill can be scored and timed.

Goalkeeping: The Catching Technique

MICKEY COHEN

Mickey Cohen has taught history and coached soccer at Boys High School in Brooklyn for seven years. He graduated from Long Island University in 1968, and was the goalkeeper on both the 1966 NCAA finalist and 1967 semifinalist teams. He played in Israel in 1969 and 1973 as a member of the U.S. Maccabiah Team. For the past three years he has played in the American Soccer League. He is also a goalkeeping instructor at Eugene Chyzowych's All American Camp.

The basic technique a goalkeeper must master is catching. This skill is reserved solely for the goalkeeper and its mastery takes constant and continuous practice. The goalkeeper should be aware that only when she achieves complete confidence in catching the ball can she attain a high standard of excellence. This level can be reached by learning the proper catching technique and by doing drills that will reinforce and test the level of your catching ability.

The position of the hands is vitally important. Their proper placing is determined by the position of the forearms. The forearms must be parallel to each other. This is the key to proper handling of the ball. If the forearms are parallel to each other then the correct position of the hands will naturally follow. The distance the forearms should be apart should be guided by the thumbs. The thumbs should never be more than 2 inches apart. This would create too much space between your hands and a powerful shot would be able to pass through. The coordination of the forearms and the thumbs will bring the hands to the correct position for catching.

Now, the proper placing of the *fingers* on the ball is of great importance. The fingers, not the palm of the hands, do the catching. The fingers must take the impact of the ball and must be relaxed and slightly bent at the middle joint. This compares to the correct finger tip volleyball pass, but remember the position of the forearms is critical. The fingers, thumbs not far apart, should be placed behind the ball and at the ball's horizontal axis. As the fingers meet the impact of the ball, the wrists should remain flexed and relaxed so as to cushion and ease the impact of the ball. As soon as the ball makes contact, the grip of the thumbs and fingers must tighten.

Basic Positions

There are five basic catching positions. These are for:

1. The rolling ball
2. A hard direct shot at waist high

3. All balls to the right
4. All balls to the left
5. All high balls.

The catching technique should be used for three of these five situations. In all but the first two, the goalkeeper should theoretically catch every ball—understanding that there are exceptions such as handling a wet ball, catching in a crowd, or playing with an injured thumb. In these cases, the goalkeeper should catch the ball with palms facing up, with parallel forearms and the ball tucked into the midsection.

The rolling ball should be handled by bending at the waist, feet together and behind the ball and clutching the ball with the fingers. The palms are facing the ball and while grasping the ball bring it to the forearms, which must be parallel, then to the midsection, and then raise the body to a standing position.

The hard direct shot at the midsection must be handled with a cushioning of the body. Since this shot has speed and power, you must be sure not to allow it to rebound off your body. To prevent this, handle the ball with coordination of the forearms and the fingers as with the rolling ball. But, as the ball is received into the midsection you must give by bending at the knees and forming a kind of basket. If the forearms are parallel, this will prevent the ball from slipping through.

Special Drills

The extent of finger dexterity and hand-to-eye coordination can be reinforced by specialized drills for goalkeepers. The goalkeeper should train every day.

Catching balls:

a. from a sitting position
b. from a kneeling position
c. lying on the stomach.

Using a medicine ball at the beginning of the season is a great aid. It is important to remember that two hands must always be used to catch the ball.

Sit-up drill—for building strength and hand-to-eye coordination. This is a series of 40 sit-ups using four varied positions.

a. While lying on the ground— arms extended overhead always looking at the ball—sit up and stretch as far as possible to your feet without bending the knees.
b. Do sit-ups while twisting the body and reaching with the ball to the sides of your legs.
c. Do sit-ups with legs spread apart and reach as far as possible with the ball.

d. Do the final ten with knees up and feet flat on the floor. These 40 sit-ups are done continuously and any time the ball is dropped, the keeper must start from the beginning.

Sit the goalkeeper down, legs spread apart and facing the trainer. The arms should be up and ready to catch the ball at all times. Start from 10 feet away and toss the ball to the seated goalkeeper. As the drill progresses, move in and shorten the distance. If the arms are kept raised you will build upper arm strength which is so important to a goalkeeper. You can intensify the drill by punching the ball back to the goalkeeper as she tosses the balls back. The drill can also be used for more than one goalkeeper. This makes it more intense and subsequently greater concentration is necessary. In this way the exercise becomes a reaction drill and the level of catching ability is tested.

Fingertip push-ups. A goalkeeper must have strength in the fingers. Support the body on the fingertips and do push-ups. Begin at what level you can and try to raise the level every time you do the drill.

For rolling balls—just roll the ball at the goalkeeper then roll it so she must take 5 or 6 steps to each side. Use a pace that is not too fast, so that the goalkeeper can stretch and reach for the low ball. Proper form is vital in the drill.

For the direct shot stand 10 yards from the goalkeeper and drop kick at her. The pace of this ball will be a good test of overall catching ability. There should be no loose balls. The goalkeeper must condition herself while always concentrating on proper form. In all these drills, the goalkeeper must habitualize the catching technique and aim for perfection. Catching is the sole privilege of the goalkeeper, and mastering this must be first and foremost in our training methods.

Elementary Soccer — Or Is It?

ALAN LAUNDER

Alan Launder is a lecturer at the Adelaide College of Advanced Education in Australia. He is a graduate of Loughborough College of Physical Education in Adelaide, South Australia, and has a master's degree from Western Kentucky University. He has taught and coached soccer at all levels in England and the United States. Before coming to the United States in 1967, he established Dr. Challoner's Grammar (selective high) School as one of the leading soccer schools in England.

Soccer is one of the great games of the world. It is rapidly growing in popularity in the United States at nearly all levels, and many authorities believe that it should be one of the most important games in the schools.

Beginning Simplified

Soccer should be introduced very simply in a modified form which "meets youngsters where they are" in terms of skill, needs, and interests. To do this:

1. Start with games between teams of 5 or 6 players instead of the usual 11. This encourages and allows more children to be actively involved.
2. Play on small fields, 20–30 yards wide and 30–50 yards long. This concentrates the action, cuts down on the amount of running required, and enables the children to play longer before they tire out. (See Figure 1.)
3. Use a small ball. Elementary school children should use a molded rubber ball, such as a rubber volleyball, which can be kicked further, controlled more easily, and even headed without injury. This makes the game easier for young children and much more fun. Full-sized soccer balls should not be used until the 9th grade at the earliest.
4. Make it easier to score because children love to score goals. A goal is scored when the ball is kicked or dribbled with the foot over any part of the goal line (Figure 1). In addition to making scoring easier, this change from the normal game eliminates the need for goal posts and encourages the players to use the full width of the field instead of playing up and down the middle.
5. Simplify the game by eliminating some rules and altering others. The following rules give the game the structure of soccer without making it too complex for beginners.

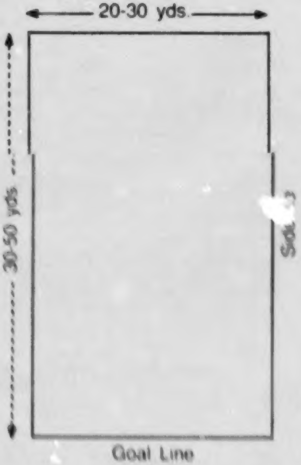


Figure 1.

a. The ball can be played with any part of the body *except* the hands and arms. Stress that this rule is very important and makes soccer a special game. Any touching of the ball with the hand by a team gives their opponents a free kick at the place the ball was handled.
b. The game should be started, and restarted after a score, by a drop ball between two opponents in the center of the field. This rule can be altered to the correct soccer kickoff without great difficulty when a class is ready.
c. When a team puts the ball "out of play" (out-of-bounds) over the "touchline" (sideline) the other team gets a free kick, not the usual throw-in from the point where it crossed the line. The substitution of a kick for a throw-in eliminates a skill which children find difficult to execute and also somewhat confusing in a "no handling" game.
d. While body contact is permitted, deliberate kicking, tripping, or punching is not allowed and should be penalized by a free kick to the other team from the place where the violation occurs—and of course by any other action the teacher cares to take.
e. Omit the offside law, which is not only confusing to children and their teachers but cuts down on the real playing area.

Younger Children

In the elementary school, therefore, get the game started quickly and let your class have fun, playing the primitive "kick and rush" game that develops, with little or no interruption. When they do get tired give them a short break, in which you can stress any of the rules that have been "bent a little." Although there will appear to be little skill development at this stage, many valuable learnings are taking place which involve concepts that adults take for granted but which may be totally new to your class. The concepts of a "team," of "playing in a certain direction," "scoring a goal," of "change of possession," "attack and defense," and "out of play" with its acceptance of a bounded playing area are important both to soccer and to many other games. In addition the children can begin to see a need for rules and hopefully develop an awareness of such difficult concepts as "the rights of others" and "fair play." Finally, this chaotic but fun game lays a real foundation for an understanding of soccer and of the skills needed for success in it. Both logic and experience suggest that this approach to teaching soccer is far better than static "one at a time" lead up games which, in fact, lead nowhere and that it makes far more sense than practicing isolated skills which are never really used in the game.

At the fifth grade level and above, an enthusiastic teacher who thinks the class is ready can quickly raise the standard of play and bring the game closer to real soccer. To do this, first concentrate on improving passing for this is the basis of organized team play.

Passing

Begin with a simple 4 on 1 passing practice (see Figure 2) which not only develops the techniques of kicking and controlling the ball

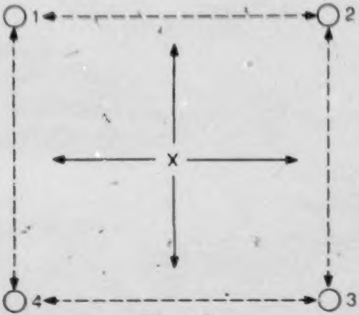


Figure 2.

but also develops the perceptual aspects of passing. If the defender (X) moves to cover one person the ball player must quickly spot the open player and pass to her. The new ball player now has to control the ball quickly, choose the open player, and pass off again. When five passes are completed the defender changes places with a passer although if she touches the ball at any time before five are made she takes the place of the player whose pass was intercepted. Young children can pass the ball in this practice without great skill in kicking and controlling and they are learning the most important skill in passing—choosing the open player. However, progress can be speeded up if the students are given some instruction in the skills of kicking and controlling at this point.

Kicking

There are several effective methods of kicking the ball but at this stage the "instep kick" is the best, for it combines power and accuracy. The following points should be stressed:

1. Use a slightly curved 2 or 3 step approach.
2. Place the nonkicking foot (the left foot in the case of a right-footed kicker) level with the ball but not right alongside it.
3. Keep the head down and eyes on the ball throughout the kick.
4. Lock the kicking foot back so that as it meets the ball the toe is down and contact is made with the lower laces and toe.
5. Swing the whole leg at the ball and drive the instep through it with a powerful snap of the lower leg.

Controlling the Ball

There are many specific techniques for controlling the ball with different parts of the body but with youngsters it is sufficient to tell them to move quickly to the path of the ball and relax the part of the body the ball is to be stopped with. Treat the ball like a friend! Let the body relax as the ball contacts the inside or sole of the foot, thigh, abdomen, or chest. Do *not* encourage students to use their shins to control the ball for, although this technique is recommended in most books on soccer published in this country, it is not very effective.

Practice

Use the 4 on 1 practice to improve these skills and then when the students are ready, move to a 3 on 1 practice. (See Figure 3a.) This not only puts more pressure on the techniques of kicking and controlling but introduces the new and important skills of passing into a space, moving into a space for a pass, and making the angle for a pass.

With only two receivers to cover, the defender can cut off a pass to either unless they move into better positions. As shown in Figure 3b, 02 runs into space to give ballplayer 01 an easy target; as the defender X1 moves to cut off the obvious pass back to 01, 03 now takes up a new position (Figure 3c) which makes 02's task simple. This sequence can be continued until a pass is intercepted or until five passes are completed. As ball control improves, the size of the offensive triangle can gradually be cut down to about 10 yards. If further development is needed, the teacher can either use a 3 on 2 practice or she can move to a 3 on 1 practice in which the attackers have to advance the ball past a defender to score a goal (Figure 4).

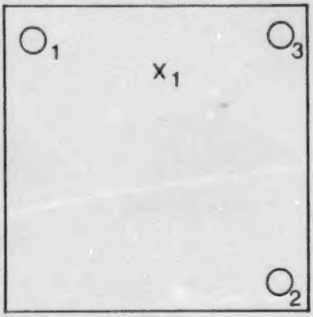


Figure 3a.

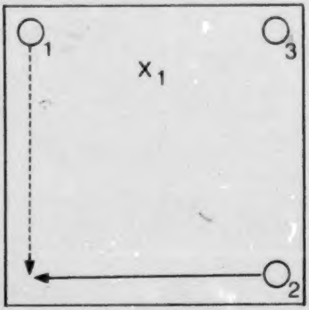


Figure 3b.

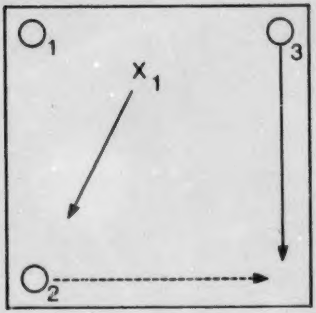


Figure 3c.

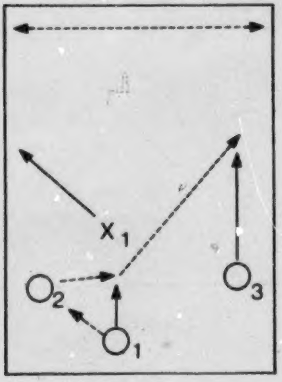


Figure 4.

Make sure that the youngsters have plenty of opportunities to play the modified game already introduced and encourage them to use their new skills in it. Help them develop further by teaching the offensive principles of width, support, movement, and penetration, and the defensive principle of delay. Without some understanding of these principles of play the game will tend to remain a chaotic jumble in which there will be no time or space for the player to control and kick accurately. Unless there is some further improvement, girls will often lose interest for in the upper elementary grades and in the junior high they are skill hungry and need to meet and master new challenges.

Figure 5 shows the normal pattern of play with beginners who will cluster around the ball, kicking it wildly, then chasing it to surround it again. The offensive team should spread out by using the width of the field (05 and 06), by supporting 01, the ball player (02 and 03), and by moving into the space created (04). They will thus force the defenders to adjust, as shown in Figure 6. There are now

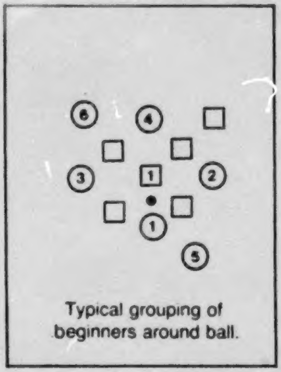

6
4
3
1
2
1
5
Typical grouping of beginners around ball.

Figure 5.

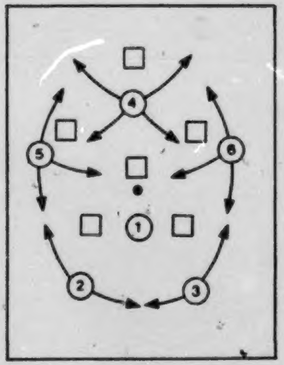


Figure 6.

many possible passes, there is space for the players to move into, and a receiver can make time for herself so that she can more easily control the ball and look for a new receiver. If the defenders are encouraged not to rush wildly at the ball player but instead simply to move between her and the goal line to delay her, this will slow down the hectic pace and bring more structure to the game.

Other Skills

Other skills such as heading and dribbling past an opponent will often develop naturally, although an experienced teacher can easily set up suitable practices to facilitate their development. At some point, goals and goalkeeping should be introduced; although the fifth grade is suggested, only the individual teacher can decide when the time is ripe. Because keeping goal is a difficult skill requiring considerable agility as well as physical and moral courage few players will initially be enthusiastic about playing there. The best approach is to start with a primitive goal of marker cones or volleyball posts and then allow a specified player on each team to use her hands to stop shots at the goal; do not force her to play always in front of the goal but let her move around freely. Encourage frequent switches of goalkeepers without insisting that anyone play there. In this way girls who like to play in goal will discover their ability and will usually begin to volunteer to play there all the time. Do not, however, encourage complete specialization too soon for this is a period of great physical and emotional change.

This approach to introducing soccer has been used successfully with 1st graders and with college students. It has many advantages, the most important of which are simplicity and a positive student response leading to further interest and participation. Finally, and perhaps most important of all, this approach to teaching soccer meets the criterion that must be applied to all games for children—"If a game is worth playing it is worth playing badly." Heresy? Maybe, or maybe not!

From Saleswoman To Superstar ... The Road Unwinds

GORDON BRADLEY

Gordon Bradley, a licensed coach in England and the United States, has been coach of the professional soccer team, the New York Cosmos, for many years. He was instrumental in helping to bring the famous Pele to play for them in 1975.

From a boutique employee at $50 a week to a $450 a week soccer star in Europe, Carol Carr has a career that is progressing well! This transformation took place in January 1975 after scouts, representing the Standard Liège Club of Belgium, watched Carol's goal-scoring feats with her Irish women's team. (Standard Liège are the European women's soccer champions.) The salary offered staggered many major division male pros in England. One was quoted as saying, "Carol must be quite some player. You can count on two hands the number of major league players here commanding that salary."

I am aware that women's and girl's soccer is becoming big business in many parts of the world. It is estimated that over 169,000 women are registered as amateurs or pros in West Germany. Just recently, in Rotterdam, the European Women's Committee requested that the European Union of Football Associations grant them permission to compete for their own European Cup. This is a competition between the champion clubs of each European country to determine a winner from all of Europe.

I had the wonderful experience last year of seeing a women's game in Veracruz, Mexico. The open concrete stadium was packed to its 30,000 capacity. The visiting team from Puebla was encouraged by a large contingent of fans who had driven over to the seaport for this important game. Ten minutes had barely elapsed but it was time enough for me to really appreciate the caliber of play that was being displayed. Both sides were performing the skills of kicking, controlling, heading and tackling with a high degree of efficiency. Their physical condition was superb and the 95 degrees temperature had no slowing effect on either team. Certain individuals were exceptionally adept at performing one of the most difficult arts of the game—that of dribbling past an opponent with the ball. Both goalkeepers gave confidence to their defenses with their first class catching of the ball. I well remember the Veracruz 'keeper jumping to expertly palm a dipping shot over the crossbar.

In my travels around the world, I have enjoyed watching many women's soccer games. Now it is being played in many states of the United States and in these games, most of them played on the eastern seaboard, the skills are, naturally, much below the European and Mexican level. I say "naturally" simply because of the newness of the game here. Some states, for example, California, Colorado, New Jersey, New York, Pennsylvania, Texas and Washington, have women's soccer associations. On Long Island many towns are introducing women's soccer. In Massapequa I was told that soccer players were expecting to double their 500 membership for the spring season.

It is my opinion that many of the younger girls playing soccer (8-10) can compete with boys. Physical ability, at that age, seems to be even between boys and girls. In the development of physical fitness, I would certainly encourage girls to participate in soccer. Running has proved to be the best form of physical fitness and no game demands more of this than soccer. More interesting, probably, is the fact that 10 of the 11 players on a soccer field all have to run hard. The eleventh is the goalkeeper.

Whether the United States will eventually begin turning out Carol Carrs remains to be seen but I certainly would like to see an increase and continuation of women's soccer. Like most other sports it requires conditioning and coordination. It helps build character and, most of all, it gives the player enjoyment.

Annotated Soccer Bibliography

BETTY BEGG

Betty Begg is a physical education teacher and girls' soccer coach at North Syracuse Central High School in North Syracuse, New York. She received her B.S. degree from Springfield College, Springfield, Massachusetts and her M.A. degree from Syracuse University, Syracuse, New York. She was the New York State Public High School Athletic Association Girls' Soccer Sports Chairperson and is the newly appointed editor of the 1978 NAGWS Soccer Guide.

Books

Bailey, Ian C. and Teller, Francis. *Soccer.* Philadelphia: W. B. Saunders Co., 1970.

Boyce, Roberta, and Lowe, Billye J. eds. *Selected Soccer and Speedball Articles from 1958-72.* Washington, DC: AAHPER, 1971. These are the best articles from the guides.

Bradley, Gordon, and Toye, Clive. *Playing Soccer the Professional Way.* New York: Harper & Row, 1973. A new book by the coach of the New York Cosmos. Good analysis of kicking and attacking tactics.

Csandi, Arpad. *Soccer: Volume I. Techniques-Tactics-Coaching.* New York: Covina Press, 1965. Goes into detail for more experienced and professional players.

Csandi, Arpad. *Soccer: Volume II. Training.* New York: Covina Press, 1965. A very advanced book including training, structure of practice, exercises and planning of training.

DiClemente, Frank F. *Soccer Illustrated for Coach and Player.* New York: Ronald Press, 1968. An excellent book for a beginning coach.

Eastham, George, with Ken Jones. *How to Play and Win.* Chicago: Quadrangle Books, 1966. Included in this book are skills, training strategy, rules and records.

Ersing, Walter. *Fundamentals of Soccer.* Cleveland: Charles E. Merrill Publishing Co., 1968.

Huppich, Florence L. *Soccer and Speedball for Girls.* New York: A. S. Barnes, 1942. One of the few books on soccer written by a woman.

Ingels, Neil B. *Coaching Youth Soccer.* Palo Alto, CA: Page Franklin Publishing Co., 1975. This book includes 106 conditioning drills and 234 individual skill drills.

Jago, Gordon. *Football Coaching.* London: Stanley Paul & Co., 1974. General coaching at all levels.

Lodziak, Conrad. *Understanding Soccer Tactics.* London: Faber & Faber, 1966.

Mendez, Julie, and Boxer, Matt. *Soccer.* New York: Ronald Press, 1968. Fundamental skills, exercises, drills, pass patterns and scrimmage situations are included.

Moore, Alan C. and Schmid, Melvin R., eds. *Soccer Anthology: Selected Soccer Articles 1940-1965.* Shiefland, FL: Citizens Publishing, 1965. This book contains 113 articles by various authors and gives many approaches.

Schmid, Irvin; McKeon, John L.; and Schmid, Melvin. *Skills and Strategies of Successful Soccer.* Englewood Cliffs, NJ: Prentice-Hall, 1968. Fundamentals, conditioning exercises, advantages and disadvantages of different offenses are given. An excellent book on the teaching of skills.

Sevy, Ruth, ed. *Selected Soccer and Speedball Articles, 1935-64.* Washington, DC: AAHPER, 1963.

Smits, Ted. *The Game of Soccer.* Englewood Cliffs, NJ: Prentice-Hall, 1968. The history of the sport is covered in this book.

Vogelsinger, Hubert. *The Challenge of Soccer–A Handbook of Skills, Techniques and Strategy.* Boston: Allyn & Bacon, 1973. An advanced coaching book.

Vogelsinger, Hubert. *Winning Soccer Skills and Techniques.* New York: Parker Publishing, 1970. Contained in this book is an excellent breakdown of skills.

Wade, Allen. *Soccer: Guide to Training and Coaching.* New York: Funk & Wagnalls, 1967. Deals mainly with coaching at the high school level.

Waters, Earle C.; Hawk, Paul E.; and Squires, John. Rev. ed. *Soccer.* New York: Arco Publishing Co., 1973.

Winterbottom, John. *Soccer Coaching.* Great Britain: Tonbridge Printers Ltd., 1960. This book is the basis of many of the current texts.

Small Books

Adams, John. *Soccer.* London: Training & Education Associates, 1975. Frames from a filmstrip. Concise, excellent on fundamental skills.

Best, George. *On the Ball.* London: Beaverbrook Newspapers Ltd., 1975. Soccer secrets and action pictures from the *Daily Express* (London).

Callaghan, John. *Soccer.* Pacific Palisades, CA: Goodyear Publishing, 1969. A book mainly for the player.

Glanville, B. *Soccer.* New York: Crown Publishers, 1968.

Goldman, Howard. *Soccer.* Boston: Allyn & Bacon, 1969.

Nelson, Richard. *Soccer for Men.* Dubuque, IA: Wm. C. Brown Co., 1967.

Rowe, D. F. *Soccer–Do It This Way.* Great Britain: Frome & London, 1968.

Smith, Mike. *Success in Football.* London: John Murray Ltd., 1973. Included in this book are many excellent pictures of skills.

Vogelsinger, Hubert. *How to Star in Soccer.* New York: Four Winds Press, 1967.

Periodicals

Official Soccer Illustrated. Complete Sports Publications, Inc., 30-30 Northern Blvd., Long Island City, NY 11101. Published quarterly.

Soccer Monthly. United States Soccer Federation, Inc., 350 Fifth Ave., NY 11101. Published monthly.

Soccer News. Soccer Publications, Inc., Box 153, New Rochelle, NY 10802. Published monthly.

Soccer Visual Aids

RITA J. ASHCRAFT

Rita J. Ashcraft is an associate professor with the Physical Education Department at Northern Arizona University in Flagstaff. She holds a B.A., B.S. from Fort Hays Kansas State College, an M.S. from MacMurray College and a Ph.D. from the University of Iowa.

Films

Soccer. December, 1975. Series of four films.

Color and sound. Sale-Super 8 cassette $140, 16mm reel $190. Consultants: Harry Keough, Miguel de Lima and Val Pelizzaro, St. Louis University. Distributor: Athletic Institute, 705 Merchandise Mart, Chicago, IL 60654.

Films cover the following skills:

SO-1. Basic Individual Skills: Kicking, ball control, heading and juggling.

SO-2. Offensive/Defensive Maneuvering: Dribbling, feinting and tackling.

SO-3. Creative Scoring Opportunities: Passing, shooting and throw-in.

SO-4. Goalkeeping: Techniques, drills and exercises.

Soccer. 1975. Series of three films.

All films 16mm, 14 min., sound, color. Sale $190. Rental $12.50. Designed for junior high school age through adult. Films feature Hubert Vogelsinger, former head coach at Yale University and present coach of the Boston Minutemen (a professional soccer team). Distributor: Macmillan Films, Inc., 34 MacQuesten Parkway S., Mount Vernon, NY 10050.

Films cover the following skills:

1. Dribbling and Feinting: Various methods of dribbling and skills in feinting.
2. Juggling and Trapping: Techniques needed to gain possession of the ball. Emphasizes "first touch" or orientation toward ball to bring it under control.
3. Shooting: Using the instep. Stresses striking surface, balance, position and timing of the scoring shot.

Soccer Fundamentals. 1968. Series of 27 films in two groups.

All films 8mm, 2–4 min., color. Sale only with 20 percent discount on purchase of 10 or more. Technical adviser: The Football Association (U.K.). Distributor: Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, IL 60611.

Soccer Fundamentals

1.	Dribbling and Running with the Ball	$22.00
2.	Beating an Opponent	$17.60
3.	Block Tackle	$17.60
4.	Sliding Tackle	$17.60
5.	Shooting on the Run	$22.00
6.	Shooting on the Volley	$17.60
7.	Goalkeeping–Fielding and Catching	$22.00
8.	Goalkeeping–Diving and Jumping	$22.00
9.	Lofted Pass	$17.60
10.	Control on the Ground	$22.00
11.	Control in the Air	$22.00
12.	Basic Heading	$17.60
13.	Jumping to Head	$17.60
14.	Basic Ground Passing	$22.00
15.	Flick-Passing and Backheeling	$22.00

Rules of Soccer

1.	Field of Play	$22.00
2.	Number of Players, Ball, Equipment	$22.00
3.	Referees, Linemen	$22.00
4.	Duration of the Game, Start of Play, Ball in and Out of Play, Scoring	$22.00
5.	Offside I	$22.00
6.	Offside II	$22.00
7.	Fouls and Misconduct I	$17.60
8.	Fouls and Misconduct II	$22.00
9.	Fouls and Misconduct III	$17.60
10.	Free Kicks and Penalties	$22.00
11.	Throw-in	$17.60
12.	Goal Kick, Corner Kick	$22.00

Soccer. 1971.
16mm, 27 min., sound, color. Sale $255. Rental $7.50. Describes the increasing popularity of soccer in Australia, emphasizing the importance of improved coaching and training methods. Scenes from a World Cup Match between Australia and Israel are shown. Distributor: Australian Consulate-General, 360 Post St., San Francisco, CA 94108.

Soccer Let's Play. 1964.
16mm, 10 min., sound, color. Sale $135. Rental $10. Introduction to the basic rules of soccer. Shows class drills that can be employed in learning basic soccer techniques. Distributor: S. L. Film Productions, P. O. Box 41108, Los Angeles, CA 90041.

Teaching Aids

Magnetic Coaching Aid. Board complete with accessories $15.95.
The Scor-Mor Company, P.O. Box 46443, Cincinnati, OH 45246. Portable soccer board is 10 in. x 15 in., weighs less than 2 lbs. and has a high impact resistant styrene frame. The plastic covered magnetic players are identified by position and store under the hinged cover. The vinyl, dark green soccer field has its markings sealed in for protection from weather. Good for demonstrating offensive and defensive techniques, out-of-bounds plays and team strategies.

Differences Between High School Boys Rules and NAGWS Experimental Rules

Boys	NAGWS
Field	
100–120 yards long 55–75 yards wide	80–120 yards long 45– 75 yards wide
Markings	
Half line and halfway circle divides field in half	Same
Goal Area	
Six yards from and on either side parallel to the half line; each goalpost is extended onto the field of play for a distance of 6 yards; a line drawn at right angles to the endline and joined by a line parallel to the endline.	Same
Penalty Area	
18 yards from each goalpost a line drawn at a right angle to the endline and 18 yards into the field of play joined by a line parallel to the endline.	Same *Note:* In any situation where a field 80 x 45 yards is being used, the proportion of all field markings must be reduced accordingly. (See diagram of field markings.)
Corner Kick Mark	
From each corner, into the field of play, is a quarter circle with a 1-yard radius.	Same
Officials	
2 referees 2 timers 2 scorekeepers 2 ball boys 2 linesmen	2 referees 2 timekeepers 2 scorekeepers 4 lines people

Timing

18-minute quarters	15-minute quarters
10 minutes between halves	10-minutes between halves
2 minutes between quarters	2 minutes between quarters
2 overtime periods, 5 minutes each	2 overtime periods, 5 minutes each

Kickoff

Defending team must be 10 yards away	Women's defending team must be 5 yards away

Tackles

Sliding tackle within peripheral vision legal	Same

NAGWS SPEEDBALL GUIDE AND RULES COMMITTEE*
1974-1976

KAY BRECHTELSBAUER, *Chairperson*, Southern Illinois University, Carbondale 62901

NANCY CLARK, *Past Chairperson*, Carmen High School, Flint, MI 48504

CHARLENE AGNE, P. O. Box 572, Hanover, IN 47243

CLAUDIA BLACKMAN, Southern Illinois University, Carbondale 62901

DEBORAH GEBHARDT, Purdue University, West Lafayette, IN 47907

XANDRA HAMILTON, Butler University, Indianapolis, IN

ELLIE HOFFMAN, 4972 Casa Ora Drive, Yorba Linda, CA 92686

1976-78

JANE COOK, *Chairperson*, Swartz Creek High School, Swartz Creek, MI 48473

---

*Current *Guide* material prepared by the 1974-76 Committee; material for 1978-80 *Guide* to be prepared by 1976-78 Committee.

EDITORIAL COMMENT

During the past two years the Speedball Committee has been reviewing the experimental rule carried over from the last committee. The rule change under consideration would rewrite Rules 11 and 14 to allow a team to choose a free kick or a free throw when fouled by an opponent outside her own penalty area.

After a great deal of consideration and discussion, the committee decided *not* to rewrite Rules 11 and 14. The proposed change did not seem to have a positive effect on the game, but rather decreased the use of the ground game.

Soccer underwent various major rule changes in the 1974-76 *Guide*. Having had two years to use and study the effects of these rule changes, it seems appropriate that the 1976-78 Speedball Committee work with the 1976-78 Soccer Committee and evaluate and determine which of these changes might also be appropriate for speedball.

KAY BRECHTELSBAUER
Speedball Chairman

Speedball Has It All

EUGENIA KRIEBEL

Eugenia Kriebel is an assistant professor at Butler University, Indianapolis. She received her undergraduate degree in physical education from Slippery Rock State College and her M.S. degree from Purdue University with an area of concentration in the perceptual-motor field.

As we look at teaching methods and ideals over the years, we find that we, as physical educators, value and strive for success in many areas. Children need to be vigorously challenged in the area of physical abilities in order to develop and strengthen physical, perceptual, and social traits to their fullest. Students must be motivated to participate in physical activities as a lifetime endeavor. Physical education must allow for all levels of skill, provide an opportunity for children to make choices, and, most important, must incorporate success and fun.

New Vocabulary

Recently we find terms such as perceptual-motor development, hand-eye coordination, figure ground, tracking, body image, self-concept, feedback and literally dozens more being used in many texts. Physical educators have always dealt within the perceptual-motor realm, but we have not used the same labels. Basically, the physical educator needs to learn the new vocabulary and relate it directly to the programs already in progress.

It Fits the Labels

Keeping the above points in mind, let us look at speedball. Speedball is an excellent vigorous activity which deals in all areas of the perceptual-motor realm and offers many avenues for success. Here we find an excellent beginning place for exploring movement possibilities in ball handling which requires hands, feet, and body skills. Too often, ball handling skills are limited to feet skills unless a good physical education program is found early in the elementary grades so that *all* ball handling skills are taught. Speedball seems like the logical place to put all these skills into play.

Besides offering many opportunities for different kinds of ball handling, the options available to the participant for scoring, converting a ground ball, and moving the ball, in general, allow for many skill levels, for choices to be made and for the success and fun that are so vital to learning.

Teaching Suggestions

Following are some suggestions for teaching speedball that may be helpful to your program and that include the above factors.

- Drills and practice sessions must include *all* skills involved in the game. Make the drills a game rather than work.
- Obstacle courses using speedball skills are fun. The type of course will depend on your facilities and equipment. As skill develops, time factors may be included.
- Give quizzes at the beginning instead of the end of the semester. To learn the rules should be the main objective of the quizzes. Strategy can be included once it has been covered. Participants cannot get full benefits from the game if they are not sure of the rules. This can be a great aid to the instructor in getting proper information to the students.
- To develop basic ball handling skills indoors without involving the endurance factor, try learning on a volleyball court. Use three contacts per side as in volleyball but modify the rules enough so that as many speedball skills as possible can be used.
- To begin to incorporate endurance, positions, and strategy, use a basketball court and, again, incorporate whatever rules are necessary to insure that speedball skills are used. If you have two courts side by side with no divider, a very vigorous game can be played indoors.
- It is easier to mark lanes and teach positions and strategies indoors. Shoe polish, which will wipe up with a damp mop, is excellent for giving feedback as far as positioning is concerned.
- Use paper and pencil games and puzzles to build interest and aid in terms, rules, and strategy review.

PUZZLE EXAMPLE
FIND THE SPEEDBALL TERMS

S C O R E S F T I M E H N Q
K N Z P V O H I Y X A E W U
I B U F E E T T E C W A O A
L U O F N N L I K L J D D R
L T S E T A A E Q U D I H T
A V S F N U R L A N E N C E
B D A E H C P G T A P G U R
O R P L A Y S O H Y S Y O B
M O U U S E C A A E K A T L
Y P L U N G O L L E T I B O
E K P A R T R I F R S F C C
L I A S P E E D B A L L I K
L C M A E T R H A D U Q M L
O K S W A P L A C E K I C K
V F U L L B A C K D R A U G

The terms listed below are included in the puzzle above. Terms may be found running forward, backward, up, down, and diagonally.

tie
tap
run
fun
lift
trap
team
test
time
goal
punt
ball
take
lane
feet
head
play
foul
score
skill
event
block
field
guard
speedball
place kick
touchdown
halfback
dropkick
fullback
penalty kick
heading
volley
scorer
quarter
penalty
pass

If some of the above suggestions are followed, students will find their skills and knowledges developing quickly—that important first step to fun and success.

Specific Values of Motor Experiences in Speedball

JOANNE THORPE

JoAnne Thorpe received her B.S. degree from Florida State University, Tallahassee, her M.Ed. from the University of North Carolina at Greensboro, and her Ph.D. from Texas Woman's University, Denton. She is currently professor and chairman of the Department of Physical Education for Women at Southern Illinois University-Carbondale.

A total education includes gaining experience through the cognitive, affective, and psychomotor domains. One must extend her/his limits in all directions through as many varied experiences as are possible to encounter in order to obtain that education. Some activities place demands on all of the domains; math, for instance, is primarily a cognitive process whereas playing a sport involves the cognitive, affective, and psychomotor processes.

Learning through the various domains is acquired through the same general pattern. It involves a process of placing the learner in the presence of problems to be solved–the more complex the problems, the more potential learning possible.

Specific Values of Speedball

Speedball is a highly complex game which places many demands upon the participant. The benefits of participation are, however, proportionate to the demands.

Cognitive

Decisionmaking through the cognitive domain is constantly demanded. Rules are complex, and require that the ball be played on the ground or in the air. Considerable attention must be given to the task in order to respond correctly, otherwise the ball is given up to the opponents. Some cognitive interference constantly occurs as a result of some similarities between speedball, soccer, football, and basketball. The tendency to run with the ball must be overridden by the knowledge that the ball must be passed or kicked in this situation. Attention to the legality of skills for a given moment is a constant problem requiring the cognitive process of decisionmaking at every point in the game.

Affective

All of the opportunities which exist in all team sports for teamwork, fair play, sportsmanship, cooperation, and so on exist in speedball to at least the same extent as any other team game. Because there are eleven players on a team, and skills are diverse, some increased opportunity for specialization and therefore cooperation and appreciation for another's ability may exist in speedball above other team games.

Psychomotor

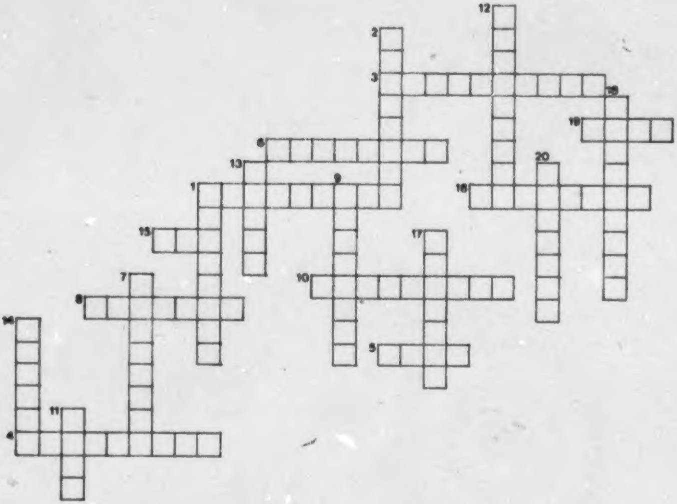
Speedball probably has more inherent opportunity for diverse use of the body than any other team game. Other games are confined to use of the arms or the feet exclusively to project objects. Speedball encompasses both. When the ball is being played on the ground, coordination of the lower extremities is required. At any moment the ball can be changed into an aerial ball, and suddenly the participant must alter her/his motor behavior to play the ball with the arms and hands. This inherent quality of forcing an individual into first one pattern, then another, in a dynamic situation which is constantly changing provides the learner with opportunities to expend her/his ability to change quickly thought patterns, feelings, and motor behavior. This ability to adapt one's behavior is vital to any learning and especially to motor learning. Speedball, because of its complex and varied nature, provides the learner with important opportunities for change through the cognitive, affective, and psychomotor domains, and that change is ultimately known as learning.

Speedball Terminology Puzzle

CHARLENE AGNE

Charlene Agne received her B.S. degree from Concordia College, River Forest, Illinois, and her M.A. degree from the University of Northern Colorado, Greeley. She is currently assistant professor at Hanover College, Hanover, Indiana. She has taught numerous activity and methods classes in speedball.

The speedball terminology puzzle (see Figure 1) uses the crossword puzzle idea to get across the major terms used in the sport of speedball. Instead of the regular completion or recall testing approach to learning, the puzzle adds the gamelike tactic of crossword puzzles to learning terms. The puzzle can be used as part of a test or as a learning device during a teaching unit for junior high, high school, or college classes.



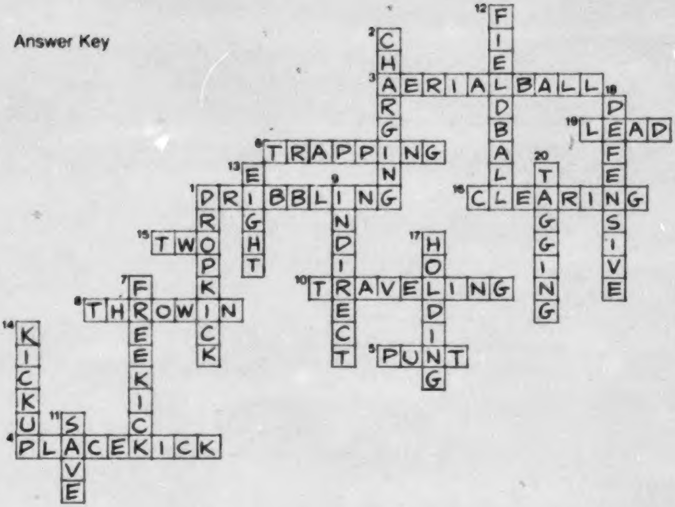
Across

1. Succession of kicks by means of which player advances ball under control.
3. One that has been raised into air directly from a kick or one that has not yet touched ground after a throw.
4. Kick taken while ball is stationary on ground, such as the one used to start the game.
5. Kick in which ball is dropped and contacted before it strikes the ground.
6. Stopping and controlling the ball with the feet, or legs or body.
8. Means of putting ball in play after it has been sent wholly over any boundary line by one team.
10. Foul called for taking more than one step after receiving ball while stationary or taking more than two steps after receiving ball while running.
15. The number of points that a touchdown scores.
16. Sending ball away from vicinity of goal.
19. Pass directed ahead of receiver so she can gain control of ball without reducing her speed.

Down

1. Technique in which ball is dropped to the ground and kicked just as it rebounds.
2. Foul called for moving one's body or ball against an opponent whose path or position has been established.
7. A place kick from which a goal may be scored directly. It is taken by any player on the team who has been fouled during play of a ground ball.
9. A place kick from which a goal may not be scored directly.
11. Preventing ball from entering goal.
12. A means of scoring whereby a ground ball is kicked or legally given impetus with the body so that it passes over the goal line, between the goalposts, and under the crossbar.
13. The number of minutes of playing time per quarter.
14. Technique by which a player causes a ground ball to become an aerial ball.
17. Foul called for retaining ball in hands more than 5 seconds out-of-bounds or on a free kick; taking more than 10 seconds for penalty kick.
18. The team which is attempting to gain possession of the ball.
20. Foul called for repeatedly touching opponent with hand, elbow or body.

Answer Key


1 DRIBBLING
1 DROPKICK
2 CHARGING
3 AERIALBALL
4 PLACEKICK
5 PUNT
6 TRAPPING
7 FREEKICK
8 THROWIN
9 INDIRECT
10 TRAVELING
11 SAVE
12 FIELDBALL
13 EIGHT
14 KICKUP
15 TWO
16 CLEARING
17 HOLDING
18 DEFENSIVE
19 LEAD
20 TAGGING

Note: Definitions of terms were taken from two AAHPER publications–the *1974-1976 Soccer-Speedball-Flag Football Guide* and *Physical Education for High School Students* (2d ed., 1970)– and from Jane A. Mott's book, *Soccer and Speedball for Women* (Dubuque, IA: Wm. C. Brown Co., 1972).

Notable Differences in Soccer and Speedball Rules

KAY BRECHTELSBAUER

Kay Brechtelsbauer received her B.S. degree from Central Michigan University, Mount Pleasant, and her M.S.Ed. degree from Southern Illinois University, Carbondale, where she is currently an instructor.

The rules for soccer and the rules for speedball are very similar, yet there are enough differences to cause confusion to the beginning player and possibly the beginning teacher. This has been particularly true during the past two years and will continue to be so during the next two years, as soccer has undergone some major rule changes while speedball has made very few changes.

The purpose of this article is to aid the teacher and the student in identifying and learning the major rule differences.

Penalty Area

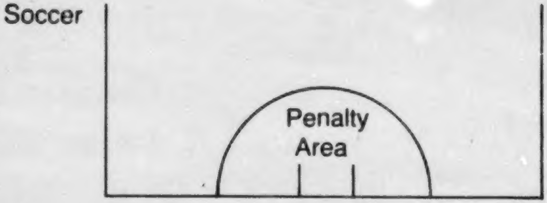


Figure 1.

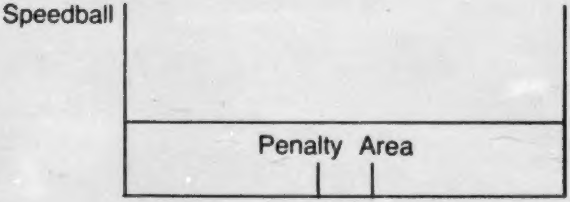


Figure 2.

Scoring

Soccer	*Speedball*
1. Field goal = 1 point	1. Field goal = 2 points
2. Penalty goal = 1 point	2. Penalty goal = 1 point
a. Is a *place kick* taken from penalty kick mark.	a. Is a *drop kick* taken from penalty kick mark.
b. The defending goalkeeper may stand *on* the goal line until the ball has been kicked.	b. The defending goalkeeper must stand *behind* the goal line until the ball is kicked.
c. *All* players other than the player taking the kick and defending goalkeeper must be outside the penalty area and in the field of play.	c. *All* players other than the player taking the kick and the defending goalkeeper must be outside the penalty area. Teammates of the kicker must be in the field of play. Teammates of the goalkeeper may be behind the goal line *or* in the field of play.
3. Touchdown – does not exist.	3. Touchdown = 2 points
4. Drop kick – does not exist.	4. Drop kick = 3 points

Length of Game

1. Four quarters of *10* minutes each.	1. Four quarters of *8* minutes each.
2. Overtime period for regulation tie game.	2. No overtime period provided.

Out-of-Bounds

1. *Sideline*	
a. Player taking throw-in must stand outside field of play with at least part of each foot touching sideline, or on ground outside the line.	a. Player taking throw-in must stand behind the sideline.
b. A few running steps may be taken provided the player keeps a portion of both feet on the ground.	b. Rule does not exist.

2. *Endline*	
a. Ball goes out off the defense – a corner kick is awarded.	a. Ball goes out off the defense – punt, drop kick, place kick, or throw-in by opposing team.
b. Ball goes out off the offense – defense kick is awarded.	b. Ball goes out off the offense – same as when off.
3. *Simultaneous Out-of-Bounds* (endline or sideline)	
a. Drop ball	a. Tie ball

Playing Privileges

1. Handling the Ball	
a. May not *intentionally* touch ground or aerial ball with hands or any part of arm when hands and arms are not in complete contact with the body.	a. May touch aerial ball with hands or arms, but may *not* intentionally *or* unintentionally touch a ground ball with the hands or any part of arm when hands and arms are not in complete contact with the body.
b. May *not* catch a ground or an aerial ball.	b. *May* catch an aerial ball.
2. Offside	
a. Offside rule exists.	a. Offside rule does *not* exist.
3. Holding the Ball	
a. No time limit on free kick, penalty kick, or out-of-bounds.	a. May *not* take more than 5 seconds on free kick, free throw or out-of-bounds, and not more than 10 seconds on penalty kick.
4. Low Heading	
a. May *not* lower head to waist level or below in the presence of an oncoming opponent.	a. Rule does not exist.
5. Dangerous Kicking	
a. May *not* raise leg to shoulder height while an opponent is near by.	a. No restriction on height the leg can be raised.
6. Charging Goalkeeper	
a. May *not* charge the goalkeeper in the penalty area.	a. May charge the goalkeeper, provided dangerous play does not result.

Goalkeeper's Privileges

1. May bounce the ball *any number* of times to edge of penalty area. A bounce may be dribbling or a bounce and catch, as long as no more than 4 steps are taken.	1. May bounce the ball only *once*.
2. May take *4* steps with the ball in her hands preceding a punt, drop kick or a throw. This *can* be combined with one or more bounces.	2. May take only *2* steps with the ball in her hands preceding a punt drop kick, or a throw. This *cannot* be combined with a bounce.
3. Must *not* be interfered with or impeded in any manner when in possession of the ball.	3. Ball may be played while in possession of goalkeeper, provided dangerous play does not result.

Fouls and Penalties

1. *Double Foul*	
a. Drop ball	a. Tie ball
2. *Foul on Aerial Ball*	
a. Cannot play aerial ball; therefore no rule.	a. Free throw or penalty kick awarded.
3. *Fouls*	
a. Does *not* include fouls unique to basketball.	a. Includes fouls which are unique to basketball such as blocking, charging, traveling, etc.

To avoid having a list too complicated or detailed, all differences in rules were not included. Those that are included are the ones which apparently have caused the most confusion, and/or are vital to playing soccer or speedball in a beginning class.

Speedball Conditioning

CLAUDIA BLACKMAN

Claudia Blackman received her B.S. degree from Central Michigan University, Mount Pleasant, and her M.A. from Southern Illinois University, Carbondale. She is currently coaching and teaching at Southern Illinois University and has been a member of the NAGWS Speedball Committee since 1972.

The type of conditioning used for a particular sport depends as much upon the position the individual will play within the sport as it does upon the sport itself. Most speedball positions require a great deal of cardiovascular endurance, as well as the ability to sprint short distances. For an individual to run efficiently she must be flexible and have strong legs, ankles and arms.

This article is not sufficiently long to go into each of these areas in depth. Some general conditioning ideas will be given as well as some exercises that will aid the prevention of ankle and knee injuries.

General Conditioning

Sprinting repeats is one of the best ways to gain cardiovascular endurance for speedball; one should sprint distances from 10 to 110 yards. Jogging a mile or two each day will assist with endurance. For the best training effect, the heart rate must be stepped up to at least 160 to 180 beats per minute and must be maintained at this rate for at least five minutes. The exact combination and amount of sprinting and jogging necessary is dependent upon the position played and the initial fitness of the individual.

Some other exercises that will lead toward one's overall fitness are: (1) sit-ups (should be done in a hook lying position), (2) push-ups (regular or knee position), (3) straddle reach, and (4) pull-ups. All exercises should be done slowly.

Flexibility Exercises

This area is particularly important in the prevention of injuries. All of the following exercises should be done slowly. Movement should be made until a stretch is felt and then held for six seconds. Each exercise should be performed 3 to 10 times (see Figure 1).

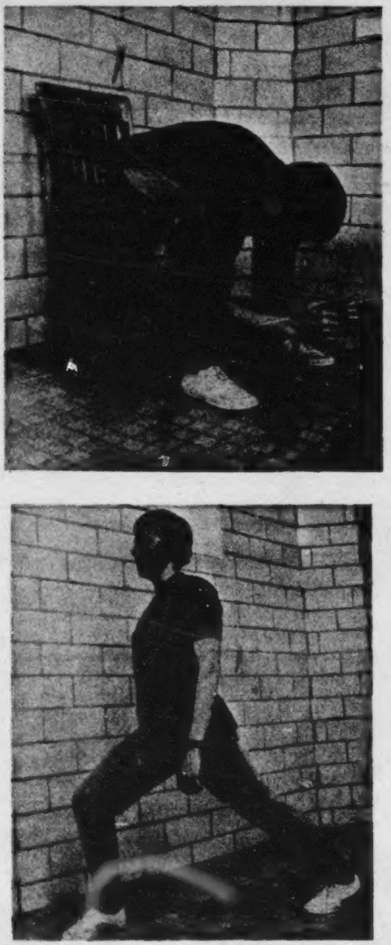


Figure 1. Flexibility: (a) heelcord; (b) hamstrings; (c) back; (d) hip flexors.

Heelcord

Stand arm's length away from a wall. Place both hands on the wall. Bend one knee and lean hips toward the wall. Hold. Repeat, bending other knee.

Hamstrings

Standing with legs crossed, place one foot directly beside the other. Slowly bend forward as far as possible. Hold. Repeat, placing the opposite leg in front.

Back

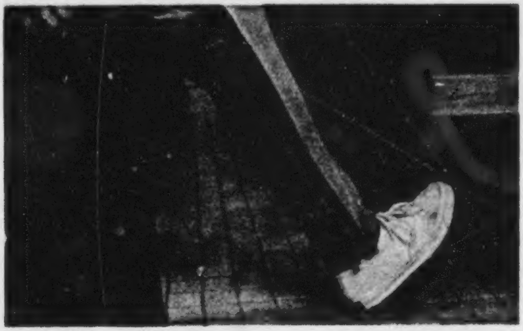
Sit on a chair. Place feet shoulder width apart. Lean forward and attempt to place forearms on the floor. Bend slowly and reach as far as possible. Hold and repeat.

Hip Flexors

Step forward with one leg, flex knee. Turn the foot of the forward leg inward. Back leg should remain straight with body erect. Lean forward and hold. Repeat placing the opposite leg forward.

Ankle Strengthening Exercises

The ankle needs to be strengthened in four planes of movement: inversion (foot turned in), eversion (foot turned out), dorsi-flexion (toes pulled up), and plantar flexion (toes pushed down). One way to strengthen the ankle is with isometric exercises. Perform each of the exercises by slowly pulling or pushing as hard as possible without pain. Ease into the exercise, hold the contraction for six seconds and ease off the contraction. Do *not* exercise with pain. Each exercise should be repeated at least three times and in at least three different points in the particular range of motion. Breathe normally while exercising. (See Figure 2.)



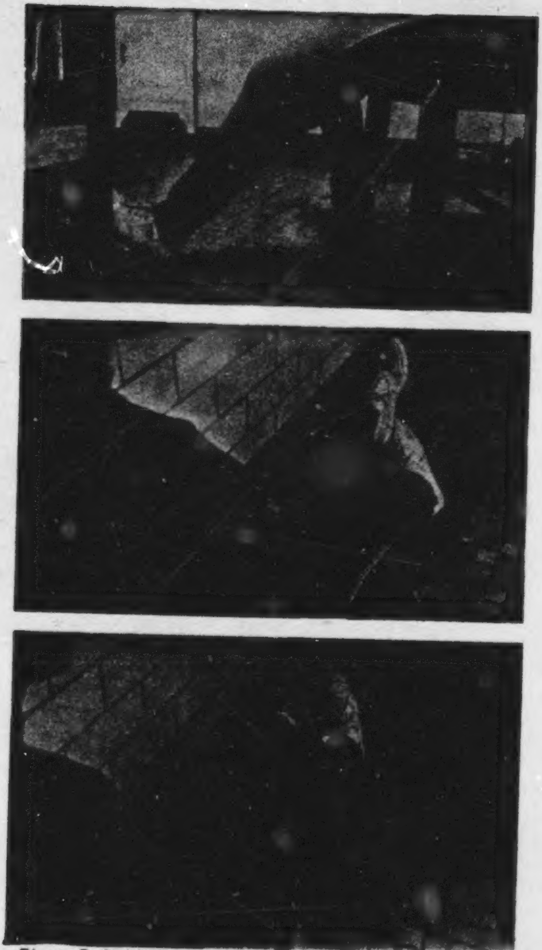


Figure 2. Ankle Strengthening: (a) inversion; (b) eversion; (c) dorsi-flexion; (d) planter flexion.

Knee Strengthening Exercises

It is important to strengthen both the extensors and flexors of the knee. Using the same principles listed under ankle strengthening exercises, the exercises described below may be done.

(1) Sit on the edge of a table. Place one leg against the wall, leg at approximately 90 degrees, press, and hold. Repeat with the opposite leg. This exercise should be repeated at 135 and 165 degrees (see Figure 3(a)).

(2) Lie prone (face down) on a table or floor, hands under the hips. Bend knee, place heel beneath a drawer, press, and hold. Repeat with opposite leg. This exercise should be repeated at 135 and 165 degrees (see Figure 3(b)).

It is usually more comfortable if a towel is placed beneath the knees. Be sure to repeat each exercise three times and in each of the points indicated above.

Figure 3. Knee Strengthening: (a) extensors of knee; (b) flexors of knee.

These exercises will not prevent all the ailments that may occur during a speedball season but they will help. Other isometric exercises are available in the book *Conditioning for Basketball* by Robert Spackman, Jr.

(1) Place one heel on the floor approximately two inches from an immovable object, put the big toe against the object, press and hold. Repeat with the other foot.

(2) Place the foot on the other side of the immovable object, heel approximately two inches from the object, put the little toe against the object, press and hold. Repeat with the other foot.

(3) Place the heel of the left foot on top of the toes of the right foot. Push with the heel and pull up with the toes. Repeat with the other foot.

(4) Place the toes of the left foot on top of the toes of the right foot. Pull up with the toes of the left foot and push with the toes of the right foot. Repeat with the other foot. Be sure to repeat each exercise three times and in at least three different points through each range of motion.

Bibliography

Fox, Edward L. and Mathews, Donald. *Interval Training*. Philadelphia: W.B. Saunders Co., 1974.

Spackman, Robert R., Jr., *Conditioning for Basketball*. Carbondale, IL: Hillcrest House, 1973.

Note: Photographs by Diane Murphy, Southern Illinois University, Carbondale, Illinois, May 1975.

Trapping or Controlling the Ball

C. IAN BAILEY

C. Ian Bailey is assistant professor of physical education at California State University, Fullerton. He received his undergraduate training in England and his graduate degrees in the United States. He has taught and coached soccer throughout his teaching career and was assistant coach of the NAIA National Champions in 1969.

This article will deal with some basic trapping skills for soccer and speedball, some progressions for their teaching, and some errors that can form the basis for correction. The ultimate performance, however, depends upon the individual performer, her ability to assess the speed and flight of an oncoming ball and to make the fine adjustments in the body and its parts in order to control the ball. This involves absorbing or dissipating the force of the ball before control can be achieved. Other factors are the elements of size of surface area used to absorb the force, and distance over which the force can be absorbed. The latter is contingent upon the body part being used and the maximum range of movement of which it is capable.

Sole-of-the-Foot Trap

Both a high bouncing ball and a rolling ball may be dealt with in this manner. In it the force is dissipated by the ball becoming jammed into an angle made by the foot and the ground (see Figure 1).

This trap is used only when the ball is approaching from the front of the player and at all times the heel should be lower than the toe so as to provide the angle necessary. The body is balanced on a stable nonkicking or support leg while the performing leg is slightly bent, foot dorsi-flexed so as to make an angle in which the ball can become wedged.

In practicing this form of trap have the students work in pairs. The performer should face the server who rolls the ball or passes it along the ground. The performer should allow the ball to roll and become wedged in the angle formed, making no attempt to cushion the force. The next step is to allow the performer to practice this same trap on a bouncing ball.

Ideally the ball should be trapped on the first bounce as this allows the player in a game situation to have more time to deal with control before defenders come close. Waiting for the ball to have a

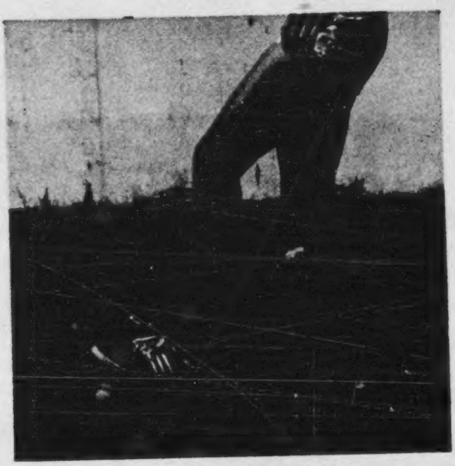


Figure 1. Sole-of-the-Foot Trap

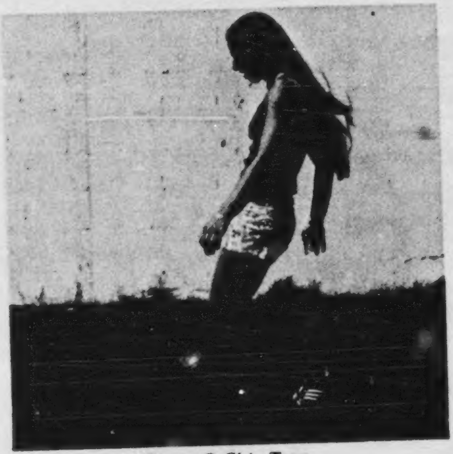


Figure 2. Skin Trap.

lower trajectory after the first bounce may mean that the ball and a would-be tackler arrive at the same time.

In practice, however, especially in learning, more time may be needed to track the ball correctly and assess its speed and flight. Here then the performer is allowed to trap the ball on the second or third bounce. It is important to remember, however, that not just the trapping leg but the whole body may have to be moved to be in the right place to have time to trap the ball.

For the bouncing ball, the trapping foot may be raised higher than for the rolling ball but the ball should be trapped as it makes contact with the ground. If the trap is performed correctly the ball will be stopped dead and be ready for passing or dribbling, whatever the game situation demands.

Errors that may occur are that the ball may bounce under the foot suggesting that the heel was higher than the toe or that the whole leg was too high and the performer was trying to step on the ball. Another may be that the ball may bounce away from the foot off the toe. This may occur because the performer is attempting to catch the ball in the air instead of waiting for it to contact the ground.

The server is an important part of the learning process in that she must try to be consistent in her service and toss the ball to a place that forces the performer to move as little as possible. Later, a variety of contact areas can be used so as to allow the performer practice assessing different flights and speeds of the ball.

Shin Trap

The shin trap is taught little and yet it can be very effective when trapping a ball which has a great deal of force, and also a high trajectory. Its advantage is that it provides a large surface area which is not so sensitive to pain and thus the force of the ball does not hurt so much. The same basic principles apply as in the sole-of-the-foot trap in that an angle is formed by the shins with the ground and the force and bounce of the ball dissipate in it. Once the ball is in the angle the space available to it can be decreased by decreasing the angle and thus the ball is controlled (see Figure 2). Again, ability to assess the flight and speed of the ball are important so that the performer can be in position to carry out the skill efficiently.

Once the approximate area of bounce has been assessed the feet are placed comfortably apart, but not so far apart as to be wide enough for the ball to pass through and not together so that a firm base of support is lacking. The body weight is on the toss with the knees bent so that the shins form an angle with the ground. Bending the knees more as the ball bounces will kill the bounce of the ball.

The ball is then finally controlled by using the sole-of-the-foot so as to be ready to pass or dribble it and continue the game.

In learning the skill, consistency in the service of the ball is needed, and the performer should become accustomed to assessing the area where the ball is going to bounce, and to keeping the body balanced when making the adjustments in body position necessary to get to the ball. The use of the arms in whatever position is natural for the performer will aid in this.

Failure to trap the ball is often brought about by not being in the correct position, that is, facing the ball and having the ball bounce under the knees. Errors resulting from these are that the ball hits one shin and rebounds sideways or hits the knees and bounces forward out of reach and out of control.

Trunk Trap

The body, being the largest area that can be presented to the oncoming ball, provides a very efficient way of controlling or trapping a ball. When the ball is bouncing or on the fly at waist height the abdominal area can be used. In all cases the trunk is pushed out to meet the oncoming ball and withdrawn at contact so as to absorb the force of the ball. By keeping the chest forward and flexing at the hips an angle is made to deflect the ball down to the ground (see Figure 3(a) and (b)). Control is completed by using the feet in a manner already described for sole-of-the-foot trap. At all times during the trap the arms should be kept away from the sides of the body so as not to commit a foul by handling or controlling the ball with the arms.

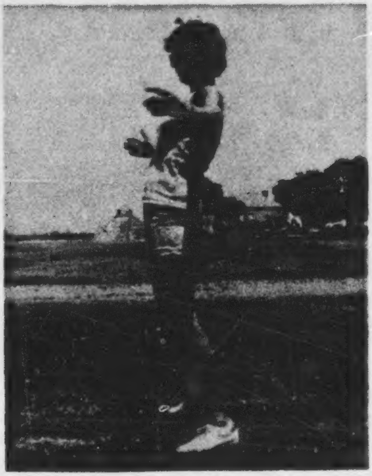


Figure 3. Trunk Trap.

The biggest error in the performance of this trap is to have the ball bounce forward or sideways. The first error may be caused by a failure to flex the hips at the correct time, for example, as the ball touches, or allowing the ball to strike the hip. The second may be caused by not being in position to receive the ball straight on. More skilled players may cause the ball to go sideways by twisting their trunk so that it is deflected to the side on purpose. This may also be practiced as an advanced form of the skill. A well-conditioned abdominal area will help in being ready for impact and will also help in reducing the chances of having the wind knocked out of the body should mistiming occur.

Chest Trap

The second body trap is probably the most difficult for women because of the sensitive breast area which is a part of the trapping zone. However, if performed correctly it can be done as the men perform it and there seems to be increasing evidence that blows to the breasts do not cause cancer but that the breasts themselves provide extra protective padding. Be that as it may, it can still hurt performed the way men perform it.

In the men's chest trap, the feet may be one in advance of the other or side by side, forming a good firm base of support. The arms are away from the body and the eyes are on the ball. As the ball descends, the back is arched and a shelf is made by the upper part of the chest. As the ball makes contact an increase in the arching of the body will absorb some of the force. A further hollowing of the chest and a flexion of the hips will direct the ball to the ground (see Figure 4) where the control may be completed. Failure to arch the body more or hollow the chest may result in the ball bouncing away and a loss of control.

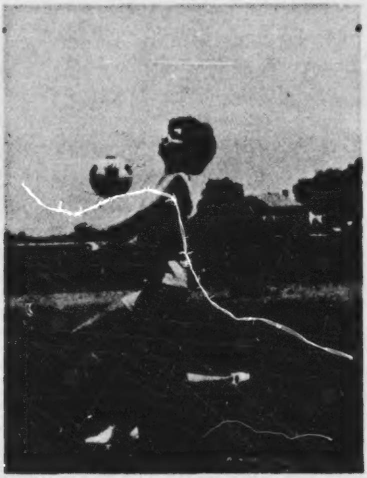


Figure 4. Chest Trap (without arms).

For the recommended women's chest trap everything is the same except that the forearms are placed on the chest side by side and parallel to each other, fist clenched at the base of the neck (see Figure 5). This increases protection but brings with it a chance of infractions if not performed correctly. To be legal, the arms must touch the chest throughout the skill performance and they must move as one with the body. The performer must learn to control a reflex protective pattern, that of pushing the arms and elbows toward the oncoming ball and keep them in place; this is the most difficult part of the skill. Only a conscious effort of concentrating on holding the chest tightly with the elbows and moving the trunk and arms as one unit will overcome the natural reflex tendency.

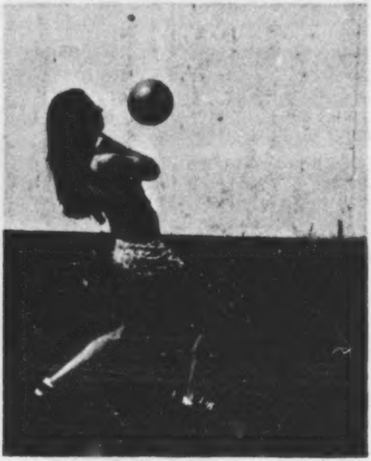


Figure 5. Chest Trap (with arms).

General Errors in Trapping

Basic errors in trapping are those that occur in many eye/hand, eye/foot-related ball skills and some are listed.

1. Misjudging the speed and flight of the ball and thus not being in the proper position to trap the ball. This may be corrected by lots of practice and by concentrating on the ball to the exclusion of other things. Possession is what is desired and nothing else can be done if the ball is not controlled.
2. Taking the eyes off the ball. Watch the ball into the bounce area and make sure that the body part being used for the trap is in position to receive it. Having control of the ball before moving off is imperative.
3. Failure to move to the ball. No ball is going to arrive just right to be trapped. The player must be balanced and ready to move forward, sideways, and even backwards to get into good position to trap. Body balance is important.

Teaching Hints

Working in pairs is always a good way to introduce the skills with the server initially doing everything she can to make the execution of the skill easy. The progression in difficulty may be:

1. Performer stationary, server toss the ball.
2. Performer moving to a specified area, server toss the ball.
3. Performer moving to the area where ball is thrown, server toss the ball.
4. Performer moving to the area where the ball is going, server kicks the ball. (In this situation both kicking and trapping are being practiced and coached.)
5. Two performers vying for the ball, server kicks the ball. (Kicking, trapping, body contact and tackling being practiced and coached.)
6. Small side game situations, 2 v 2, 3 v 3.
7. Full game.

In 1–5 the distance away from the server is also a variable which can be increased.

Some problems that arise in the early stages of learning trapping result from the ball being thrown inaccurately so that the specific trap being practiced cannot be performed without drastic body contortions or adjustments. One way of overcoming this–but it does not give concentrated practice on one trap–is to have the players use whatever trap is demanded by speed, flight, position or bounce of the ball. The advantage here is that the players learn quickly to select a body part to trap the ball and this is what is ultimately required in a game situation.

Drills incorporating the trapping skills can be devised to give variety to the practice. Although drills give more practice in a concentrated time on one skill than in any other situation, the performance in the game situation, with competition a major factor, is the final test of success.

Practice Time Is Critical

SALLY COTTEN

Sally Cotten is currently a physical education instructor at Southern Illinois University, Carbondale. She received her M.E. degree from Miami University, Oxford, Ohio.

Physical educators have long recognized the value of practice in the effective learning and performance of motor skills. Recent research in general education, and physical education in particular, is now verifying the suspected value of repeated practice of the task to be mastered.

Nixon and Locke in their chapter, "Research in Physical Education",[1] indicated that one of the most important variables, if not the most important variable, in learning a skill is the number of practice trials taken by each student.

Rosenshine and Furst[2] in their attempt to identify variables that have a high correlation with student achievement found that in classroom situations the opportunity to practice criterion materials had a consistent positive correlation with student achievement on designated objectives.

Thus, it is becoming apparent that, although verbal explanations, demonstrations, and teacher feedback are useful teaching techniques, perhaps the most important aspect of the physical education lesson is the time devoted to practice. It is not, however, just the amount of time spent practicing that is important; rather, it is the number of actual practice trials taken by each student that is the key to effective learning of motor skills.

Assuming that the number of trials taken is the most important contributor in skill development, it becomes necessary for physical educators to look upon their role as teachers from a different perspective. His/her most important task now becomes one of designing practice sessions so that each and every student is afforded as many practice trials as possible on each skill and activity to be learned. Thus, the teacher becomes a designer of environments, an environmental engineer. It becomes important to minimize verbalization time to the class as a whole, to minimize organization time, and to minimize waiting-your-turn time. In short, everything is arranged so that the number of practice trials each student makes on every objective to be attained is increased to a maximum.

---

[1] John Nixon and Lawrence Locke, "Research in Physical Education," in *The Second Handbook of Research on Teaching*, edited by Robert Travers (Chicago: Rand McNally Press, 1973).

[2] Barak Rosenshine and Norma Furst, "Teaching Behaviors and Student Achievement," in *ibid.*

Depending upon the sport to be learned this could be accomplished in a number of ways. In relation to soccer and/or speedball the following types of organization may prove effective:

Grid Technique

The grid design (see Figure 1) may be used on extra field space or on the actual playing field. The area is marked off in squares 10 by 10 yards. Each square is a practice space for two players. Multiple squares can be used for group practice – for example, three against three, or single squares can be used for working on individual skills. Each square can function as a playing field for any two players or multiple squares can function as a playing field for a group of players. Organization time is cut to a minimum, and provided sufficient balls are available (playground balls will do), waiting time is all but eliminated.

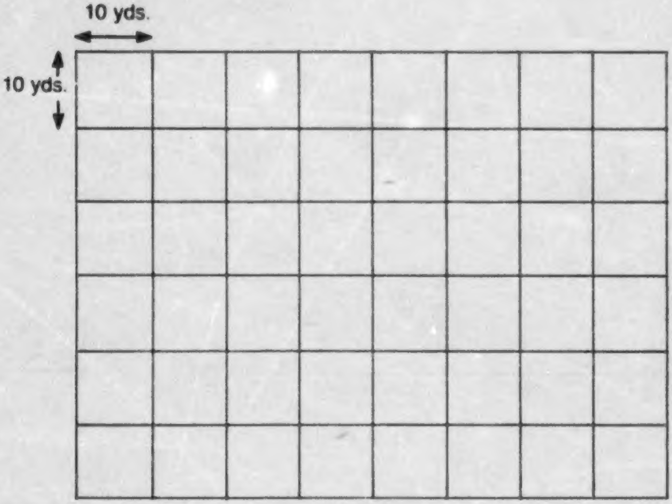


Figure 1.

The grid approach has the advantage that all of the strategy concepts can be practiced in a "game" setting without having a large number of students waiting to get on *the* field, or even though on the field, waiting for a chance to touch the ball. Students can move into playing a regular game by progressing from 1 on 1, to 2 on 2, then 3 on 3, etc., gradually working up to actual game play. By the time a regulation game, using all positions, is played, the students will have learned how to control and maneuver the ball, control their bodies, implement numerous strategy concepts, and adhere to the basic rules.

The more opportunity the student has to play the ball, make decisions and respond to the rules the better chance he/she has to improve those skills. The grid approach provides this opportunity.

Task Cards

Setting goals for the students to achieve has been shown through research to be effective in improving student performance. The use of task cards is one method of setting goals in a physical education class. Task cards provide a public statement of the goals to be achieved and, when organized in a series, can allow students to work on skills at their own rate of speed. The use of task cards affords other advantages. First, because the teacher does not have to explain what is to be done and how the class is to be organized for the appropriate practice, the task card saves important class time. The student simply reads the task and begins to work on the task at his/her level. A second advantage is that the students know from the beginning of the unit what is expected of them and what steps they need to take to achieve those goals.

The tasks should be designed so that for any given skill or playing situation a terminal objective is stated. Achievement of the terminal objective (TO) means that the student is very proficient in that particular activity. Listed under the terminal objective should then be a series of progressive steps or levels of accomplishments that will lead the student to the attainment of the terminal objective.

Sample Task Card for the Dribble

Terminal Objective–the student will be able to dribble a soccer ball in such a way that, when beginning at the appropriate starting line and proceeding in and out of each of 10 cones, without missing a cone or knocking a cone over, he/she crosses the endline in 10 seconds or less, on 3 out of 4 successive attempts.

Progressive Steps to the Terminal Objective:

a. The student will, beginning at the appropriate starting line, dribble a soccer ball across the endline such that he/she contacts the ball a minimum of 5 times while traveling the distance in 10 seconds or less on 3 out of 4 successive attempts.

b. The student will, beginning at the appropriate starting line, dribble a soccer ball in and out of each of 5 cones, without missing a cone or knocking a cone over, such that he/she crosses the endline in 10 seconds or less on 3 out of 4 successive attempts.

c. The student will, beginning at the appropriate starting line, dribble a soccer ball in and out of each of 10 cones, without missing a cone or knocking a cone over, such that he/she crosses the endline in 12 seconds or less on 3 out of 4 successive attempts.

d. The terminal objective, as stated earlier.

Progressions for attaining each terminal objective can be devised by using results of skill tests, achievement charts and what the teacher knows about the relative ability of his/her students, that is, age, present skill level, previous experience, and so on.

Once a series of tasks has been devised, each task can become a station either on the field of play, or around the outside of the field of play. The latter would permit some students to be involved in game play while others are working on the specified tasks. Setup time for the various stations can be cut to a minimum if students are taught how to set up and take down each station and are expected to set up the stations when they arrive on the field for class.

Arranging practice sessions so that every student has an opportunity to practice each skill and game play situation as many times as possible is not an easy task. It requires a considerable amount of preclass planning so that class time can be used as efficiently as possible. The use of the grid technique combined with the use of progressive task cards can help to provide the type and amount of practice that is necessary for effective learning.

Bibliography

Mosston, Muska. *Teaching from Command to Discovery.* Belmont, CA: Wadsworth Publishing Co., 1972.

Use Task To Teach Speedball Skills

DEBRA J. GOODDING

Debra J. Goodding received her B.S. degree from California State University at Fullerton and is currently enrolled there as a graduate student. She is also an elementary physical education specialist for the Placentia Unified School District, Placentia, California, and teaches physical education skills at two elementary schools in the district.

Philosophy of Task Teaching

The purpose of task teaching is to encourage students to learn to perform movement tasks in order to achieve better skills. The role of the teacher is to shift the responsibility for learning to the student. The student should then be able to develop a sense of independence and self-discipline as the learning environment becomes more conducive to individual growth. As students learn to function efficiently in performing movement tasks, you, the teacher, will have more time for observation, for individual correction or reinforcement, and better communication with your students.

Designing Tasks for Speedball

To design a task, first divide your subject matter into the specific fundamental skills and game techniques you want to teach. For a beginning speedball unit, the fundamental skills would include: (1) Dribbling for control and speed; (2) passing from a stationary position, from a run, straight or diagonal, short or long; (3) methods of trapping the ball; (4) conversion techniques; and (5) kicking for a goal. Tasks for game techniques should include: (1) dodging; (2) tackling; (3) volleying; (4) blocking the ball with the body; and (5) goalkeeping techniques.

When designing tasks for a specific skill, there are several options that need to be considered. First, the personality of your class and their past experience in executing skills in drill practice successfully. Once this is determined, you must decide whether to design a single task, a sequence of tasks, or a range of tasks within a single major task. A range of tasks is usually more effective since it includes varying degrees of difficulty and it accommodates the beginner as well as the advance performer.

To design a range of tasks within a single task, it is necessary to include quantitative standards (activities that can be measured in numerical units) and qualitative standards (performance of a movement in a particular way).

Example of a Range of Tasks for Dribbling

Objective: The student will learn to dribble the ball with the inside of both feet for control and speed

Directions: Place a check (√) beside the number of the step when you have completed a step in Task #1.

Task #1. Dribble the ball for control and speed.

1. Walk as you dribble the ball between two points that are 25 yards apart. Practice this step 3 times.
   (Quantitative standard)
2. Repeat step 1, increase your speed to a slow run. Practice this step 3 times.
   (Quantitative standard)
3. Repeat step 1, increase your speed to a run. Practice this step 3 times.
   (Quantitative standard)
4. Dribble the ball around a series of 5 obstacles that are 3 yards apart. Practice this step 3 times dribbling the ball up and back.
   (Quantitative standard)
5. Repeat step 4. This time keep your dribble within 3 feet of the obstacle on either side. Practice this task until you can dribble the ball within the boundary lines 3 successive times.
   (Qualitative standard)
6. Repeat step 5, this time practicing the obstacle dribble, timing each trial. Time 3 practice trials and record your scores in the space provided.
   (Quantitative standard) Time #1______
   Time #2________ Time #3________
7. Repeat step 6, this time trying to keep the ball within 3 feet of either side of the obstacles as you dribble the ball. Record only those scores in which you were able to stay within the boundary lines.
   (Qualitative standard) Time #1______
   Time #2_______ Time #3________
8. Explain the difference between the times of step 6 and step 7 on the back of this task sheet.
9. Demonstrate your skill for your instructor.

Organization for the Above Task

To organize a practice session for the above range of tasks, all available field space should be set up in a circuit with different stations correlated to each task. At each station, the necessary equipment should be set up according to the requirements of each step. *Example:* For step 7, the necessary equipment would include a soccer ball, a stopwatch, field markers (traffic cones, chairs, Indian clubs) and yarn or rope to mark the 3 feet boundary lines. If space and equipment is available, several stations of each step should be set up to better accommodate your classes. Before allowing the students to work on their own, briefly explain and demonstrate the skill to be practiced, as well as the tasks.

Alternate Methods of Using Task Teaching

Task cards or sheets should be provided for each student. The students can then work on their own or in pairs. When supplies are limited, students can work together in small groups with an appointed leader to direct the activities and keep all students organized.

When designing the task sheets, brief directions should be given for the individual working alone, as well as organizational cues for the small groups. If the task sheets are completed early, directions for a lead-up game should be included.

The tasks may be dittoed on index cards or regular sheets of paper. The more creative you can be in designing the tasks and visual aids, the more effective they will be.

Implications for Teaching Speedball Skills by Task

The tasks you design for your classes need not be as detailed as the example, so long as quantitative and qualitative standards are included. It has been found that the range of tasks concept accommodates a greater number of participants, it encourages more individual learning and growth, and it develops self-discipline within the students. The teacher gains more free time to give individual attention to those students needing extra help. The best result has been better skilled and knowledgeable students who enjoy playing speedball.

Bibliography

Mosston, Muska. *Teaching Physical Education.* Columbus, OH: Charles E. Merrill Publishing Co., 1966. pp. 31-70.

Contract Teaching in Speedball

DEBORAH L. GEBHARDT

Deborah Gebhardt received her B.S. degree from East Stroudsburg State College and her M.Ed. degree from the University of Arizona. She is currently teaching at Purdue University.

Individualized instruction is an excellent way to meet the varied skill levels that are usually present in the elementary, junior high, and senior high school physical education class. One method of achieving this individualized instruction is through contract teaching. This method is basically an agreement between the teacher and the student. It allows the student to participate in selecting her own goals after she carefully assesses her present skill level and the skill level which she wishes to attain within the unit of instruction. To be an effective learning tool, however, the contract must be thoroughly explained to the student who must receive guidance from the teacher to help her set realistic goals. The contract method of teaching can also be a motivational aid, in that the object is learning at one's own level and capabilities and not in competition with the other members of the class.

When designing the speedball contracts, the teacher must first identify the competencies that are to be acquired in the speedball unit. Once these competencies (such as being able to use the inside of the foot to dribble) have been established, the teacher is well on her way to drawing up the contracts.

There are various types of contracts. The following speedball contract utilizes the "levels" approach whereby the student chooses the level that she wishes to attain within the required skills and the optional skills (if she chooses to do the optionals). The student may choose all beginning levels if she views her knowledge and skill level as very basic. On the other hand, she may also choose a beginning level in one skill and an intermediate or advanced level in another skill. The teacher's guidance at the very beginning of the unit is an integral part of the success of the contracts.

Once the student has set her contract, the teacher may allow for changes in the contract up until a specified date, after which all contracts stand as marked. This margin of freedom for change in the contract allows for an error in, or overestimation of, one's capabilities in the attainment of skill proficiency. The student must be made aware of all the factors involved with the contract to insure its success.

The following is an example of the use of the contract method of teaching in speedball. The right-hand column provides the explanations and diagrams for the contract.

KEY

△ – Marking Cone
● – Ball
R – Right Foot
L – Left Foot
B – Beginner
AdvB – Advanced Beginner
I – Intermediate
A – Advanced
TTTTTT – Rolling Ball
XXXXX – Aerial Ball
∿∿∿∿∿ – Running

Speedball skills

1. Dribbling (in seconds)	B	I	A
a. With inside of foot	11	10	9
b. With outside of foot	15	14	13

2. Kicking
(Consecutive kicks through goal)

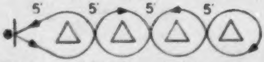
a. Instep kick	B	I	A
Dominant foot	5	10	15
Non-dominant foot	3	5	10

b. Inside of foot kick	B	I	A
Dominant foot	5	10	15
Non-dominant foot	3	5	10
c. Outside of foot kick			
Dominant foot	5	10	15
Non-dominant foot	3	5	10

3. Traps
(Trapper must achieve said number with only two misses. This allows for the psychological set of the student.)

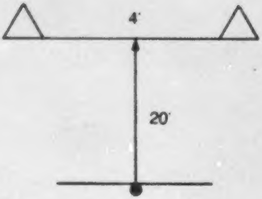
a. Sole-of-the-foot trap			
Dominant foot	5	10	15
Non-dominant foot	3	7	10

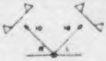
Task

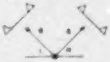


Run and kick a stationary ball to a target area defined by cones which are 5 feet apart.

a.





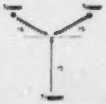


Tosser rolls ball at diagramed angle. Trapper runs to ball and traps ball with the desired trap.

a.

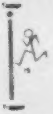
b. Inside of foot trap
Dominant foot 5 10 15
Non-dominant foot 3 7 10

b.



c. Thigh trap (for high bouncing balls). Ball must drop directly to the ground at the player's feet.
Number of successful traps made out of 10 trials. B I A
Dominant leg 5 7 9
Non-dominant leg 3 5 7

Tosser throws a waist-high medium paced ball at the player. Player runs toward ball and traps with thigh.

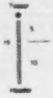


d. Chest trap Number of successful traps made out of 10 trials
4 6 8

Same task as in "c," but use chest.

4. Stationary heading the ball
Number of successful trials out of 10
2 4 7

Tosser (15 feet away) throws ball slightly above head height. Player heads the ball to a target 10 feet away.



5. Transition of ground ball to aerial ball (Consecutive kick-ups)
a. Kick-up with two feet B I A
3 7 10
b. Kick-up with one foot
3 7 10
c. Kick-up of moving ball
3 7 10

c. Tosser rolls ball 15 feet to player who lifts ball up with one foot.

Game Situation
(Skills Judged in Play)

6. Tackling
a. Front B AdvB I A
b. Side B AdvB I A
c. Hook B AdvB I A
d. Split B AdvB I A

The teacher subjectively evaluates whether the student met the criteria for a beginner, adv. beginner, intermediate, or advanced player.

7. Throwing
   a. Baseball pass B AdvB I A
   b. Chest pass B AdvB I A
   c. Two hand overhand pass B AdvB I A
8. Passing with feet
   a. Triangular B AdvB I A
   b. Square (lateral) B AdvB I A
   c. Diagonal B AdvB I A
9. Offense
   Each teacher should insert the type(s) of offense that will be taught in the unit. Example:
   a. "Classic W" offense
   1) Utilizes wing position and center forward as main attacking force. B AdvB I A
   2) Inners pass to wings who are cutting to receive the ball. B Adv B I A
10. Defense
   Each teacher should insert the type(s) of defense that will be taught in the unit. Example:
   a. Player to player B AdvB I A
   b. Zone B AdvB I A

Exact criteria for each level should be made known to the student. For example:

Triangular passing

1. Leads teammate with pass.
2. Uses appropriate speed.
3. Moves forward to receive return pass.

Rating Scale
B=Rarely completes this entire sequence
AdvB=Sometimes completes this sequence
I=Usually completes this sequence, but with moderate accuracy
A=Usually completes this sequence with considerable accuracy.

In the offense and defense area, a student may want to choose only one of the above or both offense and defense, depending on personal preference. The teacher may also list the positions for both offense and defense, if the students choose to remain at one position (for example, fullback or center forward).

The same rating scale, mentioned previously, applies to this section.

This speedball contract is just one example of the many variations of skills and tasks that can be used to comprise a contract. The teacher may delete or add skills to the contract, as well as change the levels of achievement to suit the purposes and skill level of the classes. If she discovers that the listed task levels are too difficult for her students to attain, she may administer the contract on a trial basis until some norms are established. The built-in flexibility allows the teacher to set these norms at the beginning of the speedball unit in accordance with the students' present level and to reevaluate them at the end of the unit. Achievement levels (that is, beginner, intermediate, and so on) may also be renamed to fit the teacher's objectives. Contract teaching, therefore, provides an excellent means of individualizing instruction by emphasizing the completion of student-set goals that are self-paced.

Bibliography

Mott, Jane. A. *Soccer and Speedball for Women.* Dubuque, IA: Wm. C. Brown Co., 1972.

Schmid, Irvin R.; McKeon, John L.; and Schmid, Melvin R. *Skills and Strategies of Successful Soccer.* Englewood Cliffs, NJ: Prentice-Hall, 1968.

Seidel, Beverly L. et al. *Sports Skills.* Dubuque, IA: Wm. C. Brown Co., 1975.

A Fundamental Approach to Field Coverage in Soccer and Speedball

ROLAND F. HESS

Roland Hess is chairman of the physical education department at Hanover College, Hanover, Indiana. He has sixteen years of coaching and teaching experience in soccer at the high school and college levels. From 1958 to 1962 he coached a girl's soccer team at Johnson State College, Johnson, Vermont.

The time honored W-M formation (5-3-2-1) lost much of its status in the early 1960s when the strength of the 4-man defense became apparent. The positional terms also changed. Terms such as striker, linkmen, inside defense, and swingman replaced the traditional terms of inside right, center-halfback, and left fullback.

4-2-4 Lineup

It is difficult to actually see any set formation being used today because of the constant interchange of players as the situation demands. The professional teams basically use the 4-2-4 lineup, with 4 attackers, 2 midfielders, and 4 defensemen. This is a superb formation if a team has two super players who can handle the midfield tasks. It allows for good striking power and ample defense. On paper this formation is very enticing, but making it work on the playing field is another matter. It works for the professional teams because they have excellent skill and experience to read the play quickly as it develops. For the novice or intermediate level of play this formation can be very frustrating.

Midfield Control

On the high school and small college level the game is won or lost by a team's ability to control the middle of the field. If you can stop the attack at midfield a high percentage of the time, your team will be the victor. To accomplish this you must have a balance of power in the three zones of play–offensive, midfield and defensive.

The Free Agent

Excluding the goalkeeper, a coach has 10 other players that he can place in various formations on the field. Good balance can be achieved by fixing 9 players (3 offensive, 3 midfielders and 3 defensive) and using the 10th player as a free agent to strengthen one of these three lines depending upon the strategy the coach is using in a game at a particular time.

If the 3 defensive players can handle the other team's attack adequately, then the extra player can be used to develop a 4-man attack or perhaps a 4-man midfield line to add support to the attack or to stop the opponent's offense before it really gets organized.

Since the game is won by scoring goals, many teams will start a game with 4 attackers and continue to use this arrangement unless it becomes apparent that the opponents are controlling the ball and you need more strength in the midfield or defensive zones to prevent them from getting excessive scoring opportunities.

3-3-3-1 Formation

In certain cases the 3-3-3-1 formation can be an effective lineup because it gives the team an extra defensive line thereby allowing the 3 midfielders and the 3 defensive players to play farther up the field and play more aggressively, knowing that they have a backup to prevent any breakaway by the opponents on a long clearing pass to one of their wings.

At the novice and intermediate levels the chances of intercepting a pass in the midfield area are greatly increased if pressure is put on the opponents as they move the ball out of their defensive zone. By using the 3-3-3 + a free-agent arrangement your team will have the balance and the flexibility that is so necessary for a consistently winning performance.

Bilateral Transfer: An Important Consideration in the Development of a Highly Skilled Speedball Player

VICTORIA A. LEFEVERS

Victoria LeFevers received her B.S. degree in education from Southern State College in Magnolia, Arkansas, her M.A. and Ph.D. degrees from Texas Woman's University. She is currently assistant professor at Southern Illinois University, Carbondale.

Oxendine[1] has defined bilateral transfer of cross-education as "the ability of an individual to more easily learn a particular skill with one hand after it has been learned with the opposite hand." This concept also includes transfer from the hand to either foot, from the foot to either hand, from one foot to the other foot, and from the hand to such diverse parts of the body as the head, elbow and knee.

Two Studies

Many research studies have been published citing instances of bilateral transfer in solving mazes, juggling two balls with one hand, mirror tracing, mirror target spotting, finger tapping, flipping a ball into a cup, and developing strength. There are two studies that seem to have most implications for the teaching of speedball, because speedball is the only sport to involve both hands, both feet, and the head in passing the ball. Black[2] investigated the degree to which handwriting could be performed by other parts of the body not bilaterally symmetrical. When measured by the Ayres Handwriting Scale, all subjects wrote legibly after 10 practices (two minutes per practice) with a short pencil between the molar teeth, and 83 percent wrote legibly during the tenth practice with the pencil between the large toe and the adjoining toe of the nonpreferred foot.

As a follow-up to the work of Black, Williams[3] studied cursive writing with the pencil gripped by the teeth, taped to the elbow, taped to the knee and gripped between the toes, using herself as a subject. She practiced two minutes per practice period, two periods per day, five days a week for two weeks—a total of 40 minutes of practice. After two weeks of practice, she received the highest rating (90) in head writing on the Ayres scale; after 18 periods, she achieved the same rating in elbow writing; after 14 practices she advanced from scores of 20 to 40 in knee writing; but she reached only a score of 30 in foot writing (minimum acceptable legibility being 20).

---

[1] Joseph B. Oxendine, *Psychology of Motor Learning* (Englewood Cliffs, NJ: Prentice-Hall, 1968), p. 79.

[2] Joanne Black, "An Experimental Study of the Learning of a Fine Motor Skill" (Master's thesis, The Pennsylvania State University, 1949).

[3] Frances Irene Williams, "Specificity of Motor Pattern Learning as Determined by Performance of Cursive Writing by Head and Jaw, Elbow, Knee and Foot Muscles" (Master of Education Problem, The Pennsylvania State University, 1960).

Why Speedball?

What are the implications of these two studies for the game of speedball? It seems that nonsymmetrical body parts may practice a known skill for a very short period of time and still be able to perform that skill very successfully. Therefore any student who has successfully dribbled a basketball down the floor and passed it away to a teammate or made a field goal, should be able to transfer these general skills to the more specific speedball skills of heading, air and feet dribbling, passing, shooting for a goal or touchdown.

There have been many plausible explanations for the phenomenon. After summarizing several studies, Ammons (1958) listed the following as possible causes for bilateral transfer: cues from verbal self-instruction, visual cues, relaxing effects of practicing a skill, body position and posture, movements of the entire body, eye movements, head movement, complex perceptual adjustments, formuation of principles of efficiency, familiarity with the general nature of the task, neural structure, past learning of similar skills, effects of fatigue, consistency and stability of approach, subliminal practice of the skill by the ostensibly idle limbs, solutions to problems in the handling of equipment, emotional adjustments, and feelings of confidence or boredom. These conditions seem to affect transfer in general and do not apply only to bilateral transfer.

If our only concern is the instruction of the beginning speedball student, these ideas will have little effect. In teaching a skill on the beginning level, we are attempting to make the skill become automatic—almost to the point of habit repetition. In teaching a beginner to punt with the dominant foot, therefore, we should not allow the girl to practice with the non-dominant foot for the transfer value. At this level, the direct route of teaching would be more beneficial.

But a performer with a higher level of skill will have developed many equivalent motor patterns for executing the same skill so she can change the routine pattern to offset fatigue or to compensate for variations in the situation. To become a top-notch speedball player, one must be able to pass the ball with either foot or hand, or with her head, and the player must also develop innumerable variations in the type of pass used. The player must be able to score in any number of ways from any number of angles, from different distances, using different sides of the body.

Using Both Sides

The greatest value of bilateral transfer is its application in a sport where skillful use of both sides of the body is desirable. Although the use of the non-dominant side of the body may seem awkward at first, rapid progress will be evidence of the groundwork that has been laid in the nervous system by the acquisition of the skill with the dominant side. Two theories have been postulated with reference to the best methods of acquiring skill with both sides of the body. First, it seems as though most investigators have reported that the effects of bilateral transfer are dependent upon the proficiency of the first limb trained, thus indicating that one limb should be trained to an acceptable level before the skill is introduced to the other limb. A second theory emphasizes teaching both limbs at the same time.

Although no method has been accepted universally for teaching bilateral transfer of notor skills, several things are certain: (1) bilateral transfer, as a concept, is no longer seriously challenged; (2) effective use of transfer techniques could save practice time; (3) by using both sides in a skill, a more thorough understanding of the skill could develop; (4) more all-around skill development results; and (5) the development of "one-handed" performers is avoided. It seems as though these concepts should be especially important to the teachers of speedball, since the game is unique in requiring the use of both hands, both feet and the head. What better opportunity exists to investigate the practical aspects of bilateral transfer than on the speedball field?

Speedball Bibliography

Revised by CLAUDIA BLACKMAN
Southern Illinois University

Books

American Association For Health, Physical Education, and Recreation. "Speedball." In *Physical Education for High School Students,* 2d ed. pp. 204-219. Washington, DC: AAHPER, 1970.

Armbruster, David A.; Irwin, Leslie W.; and Musker, Frank F. *Basic Skills in Sports for Men and Women.* 5th ed. St. Louis: C. V. Mosby Co., 1971.

Barnes, Mildred J. et al. *Sports Activities for Girls and Women.* New York: Appleton-Century-Crofts, 1966.

Fait, Hollis F., ed. *Speedball for Men.* Washington, DC: AAHPER, 1967. 64 pp.

Fait, Hollis F.; Shaw, John H.; and Ley, Katherine L. *A Manual of Physical Education Activities.* 3d ed. Philadelphia: W. B. Saunders Co., 1967.

Fait, Hollis F. and Vannier, Maryhelen. *Teaching Physical Education in Secondary Schools.* 3d ed. Philadelphia: W. B. Saunders Co., 1969.

Hase, Gerald J. and Rosenstein, Irwin. "Speedball." In *Modern Physical Education,* pp. 181-188. New York: Holt, Rinehart & Winston, 1966.

Lankford, Ann E. "Speedball." In *Physical Education Activities for Girls and Women,* pp. 178-184. Dubuque, IA: William C. Brown Co., 1967.

Larsen, Marjorie S. *Speed-A-Way Guide Book,* 3d ed., n.d. (Order from Marjorie Larsen, 1954 Middlefield, Stockton, CA 95204.)

McCue, Betty. *Physical Education Activities for Women.* London: Macmillan, 1969.

Meyer, Margaret and Schwarz, Marguerite. *Team Sports for Girls and Women.* 4th ed. Philadelphia: W. B. Saunders Co., 1965.

Mott, Jane. *Soccer and Speedball for Women.* Brown Physical Education Activity Series. Dubuque, IA: William C. Brown Co., 1972.

Scott, M. Gladys and French, Esther. "Sports Skill Tests Speedball." In *Measurement and Evaluation in Physical Education,* pp. 211-216. Dubuque, IA: William C. Brown Co. 1959.

Seaton, Don Cash et al. *Physical Education Handbook.* 5th ed. Englewood Cliffs, NJ: Prentice-Hall, 1969.

Vannier, Maryhalen and Poindexter, Hally Beth. *Individual and Team Sports for Girls and Women.* 3d ed. Philadelphia: W. B. Saunders Co., 1975.

Speedball Visual Aids

Revised by **DEBORAH GEBHARDT**
Purdue University

Films

Speedball for Girls. 1948, 11 min., color. Distributor: Coronet Films, 65 E.S. Water St., Chicago, IL 60601. Appropriate for junior high school, senior high school or college. Explains positioning, rules, techniques of developing team cooperation and some individual skill. This film is available only by special order, having been removed from the market because of the outdated fashions of the players. The skills and techniques are still relevant. Refer to the list of Soccer Visual Aids for further help.

Teaching Aids

Magnetic Coaching Kits. Teaching Aids Service, Inc., Visual Education Center Building, Floral Park, NJ.

Speed-A-Way

Speed-A-Way Film. Color, b&w. Distributor: Marjorie S. Larsen, 1754 Middlefield, Stockton, CA 94204. Rental b&w $3.25, color–$4.50; Sale b&w–$65, color–$115. Explains the game and skill techniques.

Speed-A-Way Guide Book. Distributor: Marjorie S. Larsen, 1754 Middlefield, Stockton, CA 95204. Sale $1.75.

Techniques of Officiating Speedball

This article was prepared and edited for the NAGWS Soccer-Speedball-Flag Football Guide by staff members of the department of physical education for women at the University of Nebraska, Lincoln.

I. GENERAL

A. Qualifications

1. An umpire should know the rules and techniques of the game thoroughly. She must be able to make decisions quickly and carry them out decisively.

B. Procedures

1. Know the exact date, time, and place of the game.
2. Notify the team at least 24 hours in advance if unable to appear. Secure a substitute, if requested.
3. Arrive at least 15 to 20 minutes before game time.
4. Wear a dark-colored skirt, white blouse, and/or jacket. Cleated or nonslip shoes are desirable.
5. Wear a whistle on a lanyard.
6. Have a current *NAGWS Soccer-Speedball-Flag Football Guide* available.
7. See that an extra game ball is available at the scorers' table.

II. GAME PRELIMINARIES

A. With Other Umpire

1. Meet with the other umpire to decide which side of the field each one is to take. Each umpire shall stay on the same side throughout the entire game.
2. Confer with the other umpire to review division of the field. The field is divided diagonally (Figure 1). Each umpire is responsible for the sideline nearer her, and the goal line and play behind the goal line to her right. Exception: Each umpire shall take jump balls on her own side of the field as if the field were divided longitudinally (Figure 2).
3. Review arm signals with other umpire (pages 184-185).
4. Discuss need for assistance in calling play when other umpire is blocked from viewing play in her area.
5. Ask other umpire to assist in determining whether or not field goal is good. Official on far side may move onto field when

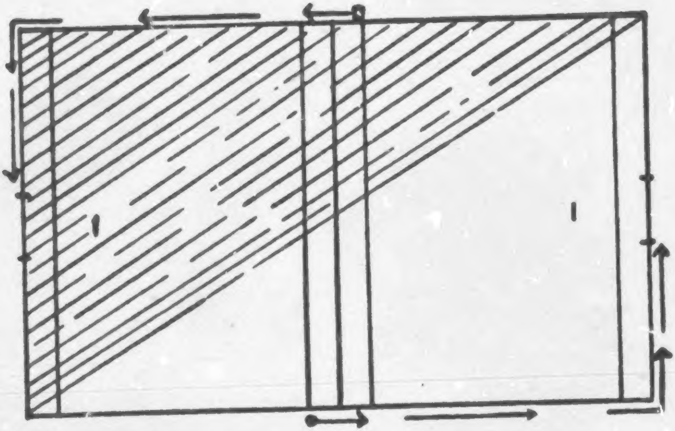


Figure 1. Game division of field for umpires.

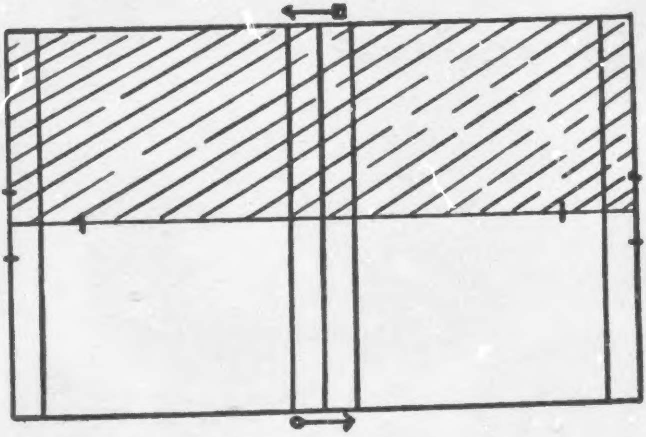


Figure 2. Jump ball division of field for umpires.

anticipating a field goal attempt to be at better angle for making decision.

6. The umpire on side nearer scorers' table shall recognize substitutes.
7. The umpire on side nearer scorers' table shall give time-in signal on center kickoff.

B. Field

1. Check the playing field and adjacent area for holes and other safety hazards.
2. Check the goalposts to see if they are official.
3. Check the field markings. If the markings are incorrect, have them corrected if possible.
4. The scorers' and timers' table should be far enough away from the sideline as not to interfere with play and the progress of the umpire along the sideline.

C. Players

1. Remind captains that names of players on teams should be in scorebook prior to game time.
2. Meet with captains. Introduce umpires and captains.
3. With captains discuss length of quarters and assist captains with decision of length.
4. Toss a coin. The captain winning the toss shall have the choice of taking the kickoff or selecting the goal her team is to defend. The other captain has the remaining choice.
5. Call all players together to
   a. Explain any local ground rules.
   b. Point out hazards which might exist on or near playing field.
   c. Ask if there any questions. Suggest that questions which may arise during play may be asked between quarters.

D. Other Officials (Timers, Scorers, and Linesmen)

1. Review arm signals.
2. Timers
   a. Check with timers to see that they understand their duties.
   b. Ask the official timer to handle the game watch and to signal when time has expired in each quarter.
   c. The official timer shall follow the umpire during the last half minute of playing time so play is stopped immediately.
   d. Ask the other timer to check the playing time watch and take charge of time for time-outs.
3. Scorers
   a. Check with scorers to see that they understand their duties.

   b. Ask the official scorer to take charge of the scorebook and notify the nearer umpire immediately when a team has taken more than three time-outs or made an illegal substitution.
   c. Ask the other scorer to check scorebook throughout game.
4. Linesmen
   a. If linesmen are assisting, check to see that they understand their duties.

E. Use of Whistle

1. A short blast on the whistle shall indicate halt of play for a foul, tie ball, out-of-bounds, or for injury.
2. Use a longer whistle blast to designate a score and the end of a quarter.
3. If play does not stop on the first whistle, use several blasts.

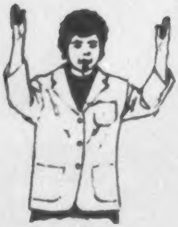
F. Arm Signals

See illustrations on pages 184-185.

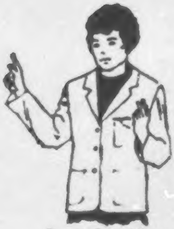
III. GAME PROCEDURES

A. Putting the Ball in Play

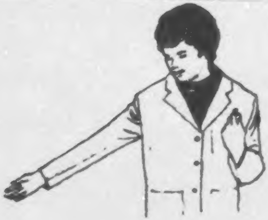
1. General
   a. The umpire into whose half of the field the ball is to be kicked shall be near the restraining line ahead of the ball. This will enable her to be in line with the ball following the kickoff and at the same time to check that the defending team does not cross the restraining line before the ball is kicked.
   b. The umpire on the opposite side of the field shall watch the kicking team to see that they do not cross the halfway line before the ball is kicked. She should also check that the rules concerning the kickoff itself are observed.
2. Start of game and beginning of quarters
   a. The umpire shall see that the ball is in the proper place for the kickoff.
   b. The umpire on the side of the field of the scorers' table asks, "Captains ready? Scorers and timers ready?" When acknowledgement is received, she blows her whistle to signal that time is in and that the kickoff may be made.
3. Following a score
   a. The umpire in whose half of the field the score was made secures the ball and brings it back to the halfway line.
   b. The umpire on the side of the field of the scorers' table shall signal by whistle that the kickoff may be made.



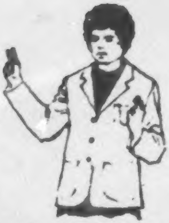
Jump Ball



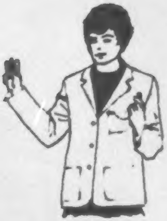
Penalty, Good 1 Point



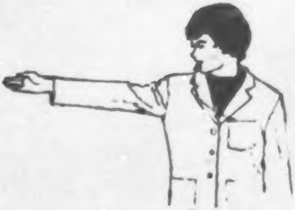
Line Violation



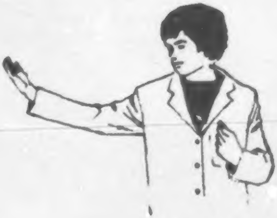
Touchdown on Field Goal, 2 Points



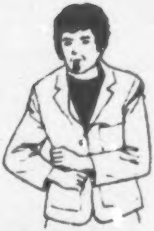
Drop Kick, 3 Points



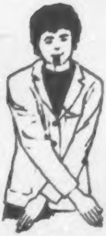
Throw-in, Free Throw or Free Kick



Beckoning Substitute



Traveling



No Score

B. Fouls and Penalties

Blow whistle and indicate foul. Extend arm in direction the free kick or free throw is to be taken.

1. Individual fouls
    a. Foul by player *outside* her own penalty area:
        (1) Award free kick or throw to opponents at spot where foul occurred and stand opposite spot at sideline.
        (2) See that all players are five yards away from player taking free kick or free throw.
        (3) For any breach of rules by players taking free kicks or throws, award ball to the opponent at spot where breach occurred.
        (4) For any breach of rules by opponents where they gain an advantage, retake the free kick or throw. If no advantage is gained, continue play.

    b. Foul by defensive player within her own penalty area or behind own goal line:
        (1) Award penalty kick to the opponents behind the penalty kick mark. *Note:* If the player fouled against was in the act of catching a legal forward pass for touchdown and the foul prevented her from scoring a touchdown, a touchdown will be scored and one penalty kick awarded.
        (2) Kick may be taken by any player. It must be a drop kick and it may be taken after umpire blows the whistle.
        (3) If the ball goes between the uprights and over the crossbar, award one point to the team and signal to the scorekeepers. Continue play, with the team scored against kicking off with a center kick.
        (4) If no goal is scored, the ball is considered a free ball and may be played with the possibility of scoring.
        (5) If any kick other than a drop kick is executed, award a free kick to opponents on the penalty kick mark.
        (6) If the kicker plays the ball before it has been played by another player, award the opponents a free kick where the second kick occurred.
        (7) If any player moves closer than five yards to the kicker or a member of the attacking team enters the penalty area before the kick, award a free kick to the opponents on the penalty kick mark.
        (8) If the defending side encroaches upon the penalty area before the ball has been kicked, retake penalty kick.

(9) If the player taking the penalty kick permits the ball to bounce on or over penalty kick mark prior to kick, award a free kick to the opponents.

(10) If penalty kick has been awarded and the whistle sounds for quarter, halftime, or game, allow extra time to take penalty kick.

(c) Foul by offensive player within her own penalty area: an indirect free kick.

d. Foul by an attacking player behind opponents' goal line: Award free kick on the goal line opposite the place where the foul occurred.

2. Double fouls
   a. Award toss-up to the two offenders. Toss-up shall be taken on the spot where the foul occurred, although not closer than five yards to the nearer end line or sideline.
   b. If double foul occurs behind goal line, toss-up shall be taken five yards into field of play opposite the spot where foul occurred.
3. Team fouls
   a. If team has more than three time-outs or more than 11 players on the field, award opponents penalty kick.
   b. If player does not report to scorer or umpire before entering game wait until game starts and then award penalty kick.
4. Disqualifying fouls
   a. Call foul and signal for time-out
   b. Remove player from game before penalty is taken
   c. Beckon substitute
   d. Award free kick or throw or penalty kick depending on where the foul is committed.
   e. If player makes fifth personal contact foul, remove her from the game before penalty is taken.

C. Jump Ball

1. When a tie ball occurs in your area (Figure 1), blow whistle and give signal for jump ball. (Umpire should call fouls closely should they occur when a player attempts to tie a ball held by an opponent.) Move into field to spot where jump is to be taken (Figure 2).
2. Jump balls are to be taken on the spot where tie occurs, although not closer than five yards to the sideline or the goal line. Should a tie occur within five yards of out of bounds, the jump shall be taken directly opposite the spot but five yards in from the boundary.

3. Umpire tossing ball is responsible for violations by jumpers. Jumpers should remain on own side of imaginary circle; all other players must remain five yards away until ball has been tapped. Whistle should be held on violation to give jumpers an opportunity to tap ball. If offending team does not gain advantage, umpire should hold whistle.

D. Out-of-Bounds

1. A whistle is blown only when needed to stop play.
2. Umpire names team entitled to ball and indicates with arm in horizontal position the direction the throw is to be taken.
3. If out-of-bounds occurs on own side of field, stand at spot where throw-in is to be taken.
4. If out-of-bounds is to be taken on opposite side of field but in own area, remain on own sideline but directly across field from spot throw-in is to be taken.
5. If out-of-bounds occurs at goal line, see that ball is placed where it crossed goal line, although not closer than five yards to the nearer goalpost.
6. All players must be five yards away from player taking kick-in (goal line) or throw-in (goal line or sideline).

For any breach of rules by team putting in play, give ball to opponents out of bounds.

8. For any breach of rules by opponents of team putting ball in play, repeat play unless offenders gain no advantage.
9. For a ball put out of bounds by two opponents simultaneously, call jump ball five yards in from spot where ball went out of bounds.

E. Time-Out

1. Blow whistle, raise hand overhead, and call "Time-out."
2. Time-out should be called immediately for injury.
3. A team request for time-out (other than for injury) shall be called only when the ball is dead. Ball is dead when out of bounds either at sideline or goal line, following score, after a foul or tie ball.
4. Note where ball is when time-out is called.

F. Time-In

1. See that ball is at spot where it is to be put in play.
2. When put in play from out of bounds, raise arm overhead as ball is given to player. Drop arm sharply as ball touches player on field.
3. When game is restarted by jump ball, time-in shall be taken as ball is tapped.

4. When game is restarted at center line or with free kick or with penalty kick, say "Time-in with the whistle" and blow whistle.

G. End of Quarters and Halves

1. Recognize timer's whistle with own whistle and say "End of first quarter" (half, third quarter, game).
2. Secure game ball. Do not permit practice with it during intermission.
3. Umpire on side of field of scorers' table checks scorebook. Announce score if not otherwise visible.

H. End of Game

1. Recognize timer's whistle with own whistle.
2. Both umpires check scorebook.
3. Both umpires sign scorebook.

Official Speedball Rules for Girls and Women

A combination of soccer and basketball, with a few kicking elements of football (the punt and the drop kick), the game of speedball was originated by Elmer D. Mitchell, University of Michigan, Ann Arbor; it was revised for women by the National Speedball Committee with Dr. Mitchell's permission.

Note: Changes and/or additions have been indicated by [redacted]

THE GAME

Speedball is played by two teams of 11 players who line up in their respective halves of the field at the beginning of the game. The ball is put in play by a kickoff from the center. If the ball is raised into the air from a direct kick, it becomes an aerial ball and may be advanced by throwing, air dribbling, volleying, blocking, heading, or kicking. If the ball is rolling, bouncing, or stationary on the ground, it is a ground ball and may be advanced by kicking, dribbling, volleying, blocking, or heading. A score is made by a field goal, drop kick, penalty kick, or touchdown. The team having the larger score at the end of the playing time wins the game.

RULE 1. PLAYING FIELD

Section 1. The entire field shall be a rectangle 100 x 60 yards. For high school girls the entire field may be 80 x 40 yards. The longer boundary lines shall be the sidelines and the two shorter lines, the goal lines.

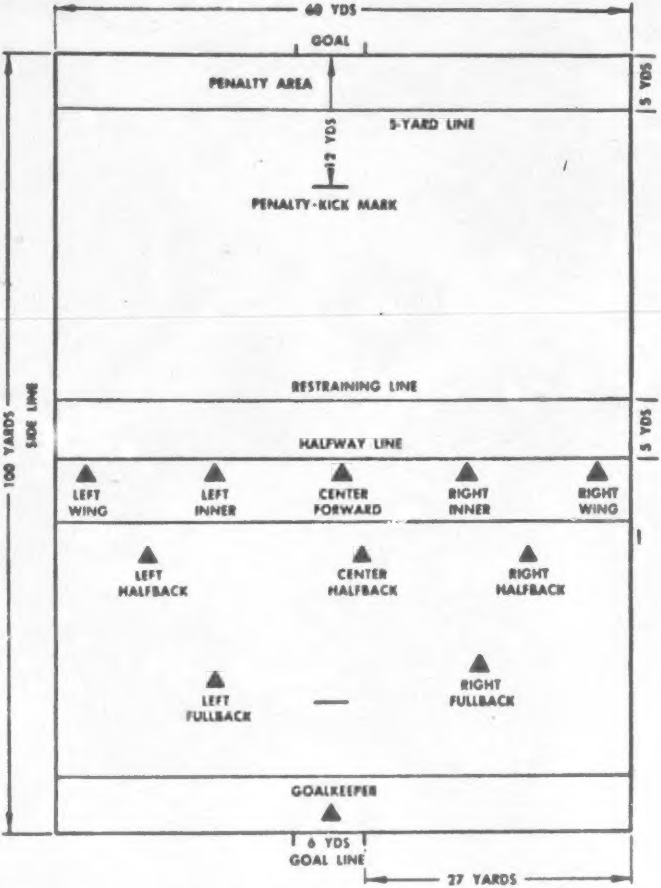
Note: If field space permits, provide an out-of-bounds touchdown scoring area that is 10 yards in depth, and the same width as the playing field.

Section 2. The entire field shall include the following areas and markings:

a. *Two five-yard lines.* Each five-yard line shall be drawn five yards from the goal line, and shall extend from sideline to sideline.

b. *Two penalty areas.* In front of each goal, parallel to the line and five yards from it, shall be drawn a line from sideline to sideline. The space enclosed by these lines (goal line, sidelines, five-yard line) shall be called the penalty area.

Rules copyrighted, 1926, by George J. Moe. Reprinted by permission of copyright holder.


60 YDS
GOAL
PENALTY AREA
5 YDS
5-YARD LINE
12 YDS
PENALTY-KICK MARK
RESTRAINING LINE
HALFWAY LINE
5 YDS
100 YARDS
SIDE LINE
LEFT WING
LEFT INNER
CENTER FORWARD
RIGHT INNER
RIGHT WING
LEFT HALFBACK
CENTER HALFBACK
RIGHT HALFBACK
LEFT FULLBACK
RIGHT FULLBACK
GOALKEEPER
6 YDS
GOAL LINE
27 YARDS

Speedball field and lineup for kickoff

c. *Two penalty kick marks.* Directly opposite the center and 12 yards from each goal line shall be drawn a line two feet long. This line shall be called the penalty kick mark.

d. *Goalposts.* The goalposts shall be placed on the goal line an equal distance from the sidelines, and shall be six yards apart. The posts shall be 20 feet in height, with a bar across them 8 feet from the ground. Goalposts are in bounds.

e. *A halfway line.* The halfway line shall be drawn across the field connecting the middle points of the two sidelines. The center of the halfway line shall be indicated.

f. *The restraining lines.* A restraining line shall be drawn from sideline to sideline five yards from and on each side of the halfway line, parallel with it.

RULE 2. PLAYERS AND EQUIPMENT

Section 1. An official team shall be composed of 11 players; that is, 5 forwards (center, right, and left inner, right and left wing), 3 halfbacks (center, right, and left), 2 fullbacks (right and left), and 1 goalkeeper.

Section 2. Each team shall have a costume of distinguishing color. High cloth shoes with a rubber or leather disk over the inner side of the ankle and extra tips or protection over the toes may be worn. Leather shoes protect the feet best and may be used, but metal plates or protecting heavy soles are not allowed. Light cloth shin guards may be worn for protection.

Section 3. A captain shall be designated for each team. The captain, or someone appointed to act as captain, must be on the playing field at all times.

Section 4. Substitutes. Substitutes may be put into the game for players who for any reason have been taken out. A player who has been taken out of the game for any reason other than disqualification may be allowed to reenter the game any number of times. Before going into the game, the substitute shall report to the scorer. When the ball is not in play, the scorer shall sound her horn. The umpire shall call time-out and recognize the player, and the substitute shall then take her place on the field. If this procedure takes more than 30 seconds, time-out shall be charged to the team making the substitution. If a team substitutes more than one player at a time, the team is allowed a maximum of 30 seconds for making the substitutions. If both teams make substitutions at the same time, each team shall be allowed a maximum of 30 seconds.

Penalty–If a substitute fails to report to the scorer or umpire before play begins, a penalty kick shall be awarded to the opponents.

If through injury or disqualification a team shall have less than nine players, that team shall forfeit the game.

Section 5. The ball shall be an official soccer ball.

RULE 3. OFFICIALS

Section 1. The officials for a match game shall be two umpires, two timekeepers, and two scorers. Two linesmen may assist.

Section 2. Each umpire has approximately one half of the field to cover for the entire game, without changing ends. The field is divided by an imaginary line drawn diagonally from corner to corner. Each umpire is responsible for the sideline nearer her, and the goal line and play behind the goal line to her right.

Note: Each umpire shall take jump balls on her own side of the field as if the field were divided longitudinally. It is the duty of the umpire to see that all free kicks and penalty kicks are taken properly.

A whistle is necessary at the beginning of each quarter and after each goal.

After a whistle signifies that the ball is out of play, no further whistle is necessary to put the ball in play, except in the case of the kickoff and penalty kick, or after a temporary suspension of the game.

Section 3. The umpire on side nearer scorers' table shall recognize substitutes and shall give the time-in signal on the center kickoff.

Section 4. The umpires shall refrain from putting into effect the provision of any rule in cases where they are satisfied that by enforcing it they would be giving an advantage to the offending team, except in cases of dangerous personal contact.

Section 5. Two linesmen shall assist if desired. They shall be stationed at opposite sides of the field to each other and shall give decisions as to the ball passing over their respective sidelines and goal lines, and as to where and by which team the ball is to be put in play.

Section 6. There shall be two scorekeepers. One of them shall be official and keep the book. The other scorer shall check the book. The scorers shall

a. Record the names of the players and substitutes of each team and their positions.

b. Record all scores made by a team from field goals, drop kicks, touchdowns, or penalty kicks.
c. Record the number of time-outs taken by each team and notify the umpire in case of more than three.
d. Record the team taking the kickoff at quarters.
[redacted]

Section 7. There shall be two timekeepers. One of these shall be official and handle the stopwatch and signal throughout the game. The other timekeeper shall check on playing time and have charge of time-outs. The timekeepers shall–
a. Keep account of playing time.
b. Subtract time for time-out.
c. Signify by a whistle (preferably of different tone from that of other officials) the termination of each playing period.

RULE 4. DEFINITION OF SPEEDBALL TERMS

Section 1. General
a. *Own goal* is the goal a team is defending.
b. *Own half of field* is that half of the field in which own goal is situated.
c. *Attackers* are the members of the team in possession of the ball.
d. *Defenders* are members of the team which is attempting to gain possession of the ball.
e. *Aerial ball* is one that has been raised into the air directly from a kick by one or both feet and includes the punt, drop kick, and kickup, or a thrown ball which has not touched the ground (Rule 9, Sec. 1, Playing Privileges).
f. *Ground ball* is one that is rolling, bouncing, or stationary on the ground. Although it may be in the air, it is still a ground ball until it is played into the air from a direct kick (Rule 9, Sec. 2, Playing Privileges).
g. *Dead ball.* The ball is dead and may not be played upon except as indicated by the umpire when out of bounds (either at sidelines or goal lines), following a score, after a foul, during time-out, and on a tie ball.
h. *Kickup* is a means of converting a ground ball into an aerial ball, in which the player lets the ball roll up her foot or leg to her hand, or gives an upward impetus to the ball with either one or both feet. The ball may roll up the leg, providing it is in the air before it is caught, or the player may lift the ball from the ground with the foot.

Note: Before the ball is caught, either the foot must leave the ground or the ball must leave the foot or leg.

i. *Closely guarded.* The defensive player guards within three feet of the player with the ball.

Section 2. Advancing the ball by means of the feet

a. *Dribble* is a succession of kicks forward in which the player keeps the ball under control and advances it.

b. *Drop kick* is a play in which a caught ball is dropped to the ground and the player kicks it just as it bounces from the ground.

c. *Punt* is a play in which a player drops a caught ball and meets the descending ball with the foot before it touches the ground.

d. *Place kick* is a play in which the player, with or without preliminary steps, kicks a stationary ball. The ball may be lifted into the air or kept on the ground.

Note: A place kick in speedball is taken in the following plays: at the kickoff, for a free kick, and may be taken when the ball passes over goal line not between goalposts.

e. *Free kick* is a place kick from which a goal may be scored directly. It is taken by any player on the team that has been fouled during play of a ground ball.

f. *Indirect free kick* is a free kick from which a goal may not be scored directly.

Section 3. Advancing the ball by means of the hands

a. *Passing* is a movement of the ball in the air caused by a player throwing, batting, or handing the ball to another player.

b. An *air dribble* is a play in which a player, after giving impetus to the ball once by throwing or tapping it, touches it again before it has touched the ground or has been touched by another player.

c. *Free throw* is a throw taken by any player on the team that has been fouled during the play of an aerial ball. The throw is taken from the spot where the foul occurred.

Section 4. Advancing the ball by means of the body

a. *Volley* is a play in which a player meets a ball which is traveling in the air, with some part of the body such as the head, hip, or shoulder.

Note: This does not convert a ground ball to an aerial ball.

Section 5. Means of stopping the ball

a. *Blocking the ball* is intercepting the progress of the ball with any part of the body. A ground ball may not be blocked with arms or hands unless they are held in contact with the body.

b. *Trapping the ball* is stopping its flight by securing it under the foot, between both feet, or between the front of the legs and the ground.

Section 6. Fouls

a. A *foul* is an infringement of the rules of the game for which a free kick, free throw, or a penalty kick is awarded the opponents (Rule 13).

b. *Double foul* is an infringement of the rules committed simultaneously by a member of both teams for which a toss-up is awarded.

RULE 5. THE GAME

Section 1. The game shall consist of four quarters of 8 minutes each, with a 2-minute rest interval between the first and second and the third and fourth quarters, and a 10-minute interval between the halves.

The periods may be shortened by mutual consent of the captains.

Extra time is permitted to allow for the playing of a penalty kick (Rule 7, Sec. 4).

Section 2. The winner of the toss shall have the choice of either deciding which team shall take the kickoff or selecting the goal which her team is to defend. At the beginning of each quarter thereafter, the kickoff shall be taken by the team which did not kick off at the beginning of the previous quarter.

Section 3. Goals shall be changed at halftime.

Section 4. The game shall be commenced by a place kick from the center of the field in the direction of the opponents' goal. On the kickoff the ball must travel the distance of its circumference or 27 inches from the kicker, either diagonally forward or straight forward of the center line, and may be lifted by the foot to a teammate. The player who kicked the ball may not touch it again until it has first been touched by another player. No opponent shall cross the restraining line and no teammate of the one making the kickoff shall cross the halfway line until the ball has been kicked.

Note: It is suggested that the official hold her whistle in order to determine if any advantage is gained by a breach of this rule. If no advantage is gained, it is recommended that play be allowed to continue.

Penalty—For any breach of this rule a free kick shall be awarded to the opponents at the spot where the foul occurred.

Section 5. Following a score, the team which did not score shall kick off.

RULE 6. TIME-OUT

Section 1. Time-out may be taken only when the ball is dead or at any time in case of injury.

Section 2. Time-out may be taken only when ordered by the umpire.

Section 3. Three time-outs of two minutes each shall be allowed each team during a game. The fourth and succeeding time-outs shall constitute a team foul (Rule 13, Sec. 2).

Section 4. Time-out may be taken by the umpire and not charged to a team in case of injury, disqualification or any temporary unavoidable suspension of play.

Section 5. Time-out shall not be granted while the ball is in play, even though the team requesting it shall be in possession of the ball.

Section 6. The clock shall also be stopped after goals, during penalty kicks, and for substitutions.

Section 7. The ball shall be put in play after time-out in the following manner:

a. *If the ball is out of bounds* when time-out is called, it shall be put in play from out of bounds (Rule 8).

b. *If time-out is requested* just after a foul is called, play shall be resumed by putting into effect the penalty for the foul (Rule 13).

c. *If time-out is called* after a goal has been made, the play shall be resumed by a kickoff. (Rule 5, Sec. 4).

d. *In case time-out is called unavoidably* when the ball is in play, the play shall be resumed by a toss-up at the spot where the ball was when time-out was called (Rule 10, Sec. 1 and Rule 8, Sec. 3).

e. *After a goal is made,* the clock is started again on the center kick.

f. *After a penalty kick,* the clock is started as soon as the ball is kicked. If the goal is scored, time is out until the center kick is taken.

RULE 7. SCORING

Section 1. Scoring shall count as follows:

Field goal – 2 points	Penalty kick – 1 point
Touchdown – 2 points	Drop kick – 3 points

Section 2. A field goal shall be scored when a ground ball is kicked or legally given impetus with the body so that it passes over the goal line, between the goalposts, and under the crossbar. If such a ball is last touched by a defensive player but goes under the bar, the goal shall count for the offensive side. A field goal may be scored from any spot within the field by any player.

Interpretation. In addition to the above, a field goal shall be scored when a ball has been legally drop-kicked (Sec. 5 for description) and passes under the crossbar or falls to the ground and rolls or bounces across the goal line under the crossbar and between the goalposts. If, however, a drop kick is started outside the penalty area in the field of play and the ball falls upon the ground in the penalty area without crossing the goal line, it may then be played as any ground ball with the possibility of a field goal. A high bouncing ground ball may be legally headed or shouldered into the goal to score a field goal. A ball cannot be punted through to score a goal.

Section 3. A touchdown shall be scored by the completion of a forward pass, the ball being thrown by an attacking player who is outside the penalty area in the field of play, and caught and held by a teammate who is back of the goal line extending from sideline to sideline, with the exception of the part between the goalposts. A pass received by a player standing behind the goal line between the goalposts does not score and the ball is awarded to the defense out of bounds. If the forward pass goes over the goal line and is incomplete, out-of-bounds rules apply.

A player cannot take a step over the goal line for the purpose of scoring a touchdown. She must be completely over the line when the ball is caught in order to score.

Penalty–If a touchdown pass is started from within the penalty area, a free kick shall be awarded the defense from the five-yard line.

Interpretation. If the forward pass is legally intercepted by a defense player who is behind the goal line, the ball shall be awarded to the defense out of bounds. If the ball touches the ground in an unsuccessful effort to score a touchdown, it shall remain in play until a score is made or the ball goes out of bounds or is otherwise declared dead. If the ball is thrown between the goalposts a goal is not scored and out-of-bounds rules apply.

If a touchdown pass is legally thrown and is caught simultaneously by the intended receiver and an opponent, a tie ball is called and the toss-up is taken on the five-yard line opposite the spot where the ball crossed the line.

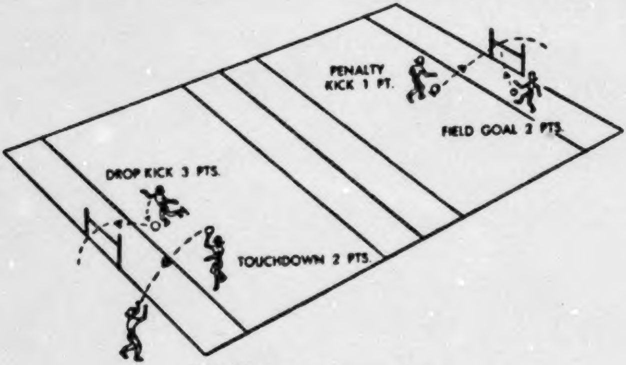
SAMPLE SPEEDBALL SCORESHEET

TEAMS VS

	PLAYERS	SCORE								PERSONAL CONTACT FOULS						PLAYERS	SCORE								PERSONAL CONTACT FOULS				
		1st Half				2nd Half											1st Half				2nd Half								
		P G	T D	D K	P K	P G	T D	D K	P K								P G	T D	D K	P K	P G	T D	D K	P K					
RW										1	2	3	4	5	RW										1	2	3	4	5
RI										1	2	3	4	5	RI										1	2	3	4	5
CF										1	2	3	4	5	CF										1	2	3	4	5
LI										1	2	3	4	5	LI										1	2	3	4	5
LW										1	2	3	4	5	LW										1	2	3	4	5
RH										1	2	3	4	5	RH										1	2	3	4	5
CH										1	2	3	4	5	CH										1	2	3	4	5
LH										1	2	3	4	5	LH										1	2	3	4	5
RF										1	2	3	4	5	RF										1	2	3	4	5
LF										1	2	3	4	5	LF										1	2	3	4	5
G										1	2	3	4	5	G										1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5
										1	2	3	4	5											1	2	3	4	5

RUNNING SCORE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

WON BY	WHERE PLAYED	TIME OUTS
SCORE	DATE	
UMPIRES	SCORES	
	TIMEKEEPERS	


PENALTY KICK 1 PT.
FIELD GOAL 2 PTS.
DROP KICK 3 PTS.
TOUCHDOWN 2 PTS.

Methods of scoring in speedball.

If a legal touchdown is thrown and there are two potential receivers, one of whom catches the ball and legally completes the pass at the same time that the other receiver is fouled against by an opponent, the score shall be awarded and also the penalty kick. This rule also applies to any other foul in the penalty area which occurs simultaneously with the scoring of a goal. If a foul occurs just previous to the act of kicking or passing to score, the goal shall be ignored and the foul called.

After a touchdown has been scored, the ball shall be returned to the center, with the team scored against taking the kickoff.

Section 4. A penalty kick shall be attempted following a contact foul by the defense in its own penalty area, or for a foul by the defense behind its own goal line during an attempted forward pass for a touchdown. This kick shall be a drop kick and must be taken by any member of the attacking team. This kick scores 1 point. (See rule 12 for complete explanation of the penalty kick.)

Section 5. A drop kick is a play in which the person with the ball in her hands drops it to the ground and kicks it as it bounces from the ground. A drop kick shall be scored when the ball has been legally caught and, after being played as above, goes over the crossbar and between the uprights of the goalposts or their imaginary extensions, provided the player taking the kick is outside the penalty area and in the field of play (Interpretation, Rule 7, Sec. 2).

Penalty–If a drop kick is started inside the penalty area, a free kick shall be awarded the defense from the five-yard line.

RULE 8. BALL OUT-OF-BOUNDS

Section 1. Throw-in

When the ball passes wholly over the sideline, a player of the opposite team to that which played it out shall use a throw-in to send it into the field in any direction from the point on the sideline where it left the field of play. The player throwing the ball must stand behind the sideline (not in the field of play) and throw the ball into the field with any kind of one-hand or two-hand throw. The ball shall be in play when it has left the player's hands, and may be played either as an aerial ball or as a ground ball. The player shall not play the ball until it has been played by another player. No player may stand closer than five yards until the ball leaves the thrower's hand. No goal may be scored directly from a throw-in.

Penalty–For playing the ball again before it has been played by another player, or for any other breach of the rules for the throw-in, the throw-in shall be awarded to the opponents.

Section 2. If the ball goes over the goal line and does not score, whether sent out by attacker or defender, it shall be put in play at the spot where it crossed the goal line, by a punt, drop kick, place kick, or throw-in, unless the ball crosses the line between the goalposts. In this case the ball shall be put in play from behind the goal line at a spot five yards to the side of either goalpost. A player of the opposite team may put the ball in play. (If the defense is awarded the ball, it is usually put into play by one of the backfield players. If the attack is awarded the ball, it is usually put into play by one of the forward line players.) All players must be five yards away until the ball is kicked or thrown.

Penalty For touching the ball a second time by the person who made the play, for not kicking it forward at least the distance of its own circumference (either diagonally forward or straight forward of the goal line), for allowing the ball to bounce on the line or within the field of play prior to a drop kick or punt, or for any other breach of this rule, the ball shall be awarded to the opponents out-of-bounds.

Section 3. A ball sent out-of-bounds simultaneously by two opponents is put in play by the umpire tossing up the ball between the two opponents who last touched it, at a spot five yards in from the boundary line and directly opposite the point where the ball left the playing field. All players except the two taking the toss-up must be five yards away from the ball until it has been played.

Penalty For players standing closer than five yards, the toss-up is taken over. If, in the opinion of the umpire, no advantage was gained, the play shall continue (Rule 10, Tie Ball).

RULE 9. PLAYING PRIVILEGES

Section 1. The ball may be caught or otherwise played with the hands when it is an *aerial ball,* i.e., one that has been raised into the air directly from a kick (a punt and a drop kick are included). A ball thus raised into the air remains an aerial ball until it again hits the ground. An aerial ball that has been caught may be passed, air dribbled, punted, or drop-kicked at option. An aerial ball not yet caught may be blocked in any way by the body. A body block includes kneeing and kicking as well as playing with the head, shoulder, arms, etc. An aerial ball met with a body block remains an aerial ball until it hits the ground.

Section 2. A ground ball is one that is stationary, rolling, or bouncing, even though it may be in the air; when it is bouncing, the ball is ruled a ground ball until it is again raised into the air directly from a kick. A ground ball may be kicked, headed, or bounced off the body. It cannot be played with the hands or the arms. The use of the body, other than the foot, on a ground ball does not convert a ground ball into an aerial ball

A ground ball may be converted into an aerial one by the following methods:

a. *By a lift to oneself or another player,* i.e., placing the foot under the ball and lifting it into the air from its ground position so it may be caught before touching the ground.
b. *By a kick up to oneself,* i.e., snapping one foot from the top of the ball, as is done with a racket in picking up a tennis ball.
c. *By a two-legged kick up to oneself,* i.e., by securing the ball between the ankles, then jumping into the air and, with a quick knee flexion, placing the ball in position for catching with the hands before it touches the ground.
d. *By allowing the ball to roll up the foot or leg to the hand,* or by giving upward impetus to the ball with either one or both feet.

Section 3. A player may dribble the ball with her feet at will, or drop a caught ball to the ground if she wishes to kick or dribble.

Section 4. A player may air dribble an aerial ball once, i.e., give impetus to the ball by throwing or tapping it, then touch it again before it has touched the ground once or has been touched by another player.

Interpretation. An illegal air dribble is one in which the ball is thrown into the air more than once and is touched or regained each time by the person who originally gave impetus to the ball. A fumbled catch is not to be considered an illegal air dribble.

Section 5. A player may take or tap an aerial ball from an opponent.

Section 6. Goalkeeper's Privileges

A goalkeeper within her own penalty area may handle the ball. She may

a. Pick the ball up.
b. Bounce the ball once.
c. Punt the ball.
d. Drop-kick the ball.
e. Throw the ball.
f. Combine a bounce with a punt, or a drop kick, or a throw.

g. Take two steps with the ball in her hands preceding a punt, a drop kick, or a throw. The privilege is denied if the punt, drop kick, or throw is combined with a bounce.

A goalkeeper may not—

a. Delay the game by holding the ball longer than three seconds.
b. Carry the ball. Carrying is called when the goalkeeper takes more than two steps while holding the ball.
c. Bounce the ball more than once.
d. Take two steps with the ball if she combines a bounce with a punt, drop kick, or throw.

Penalty An indirect free kick is awarded for an infringement of any rule governing goalkeeper's privileges at the spot where the infringement occurred.

Section 7. A player who is standing still when catching the ball from a kick or pass may move either foot in any direction provided that the other foot stays at its initial point of contact, but she must get rid of the ball before a second step is completed. If running, the player may use two steps in coming to a stop or in releasing the ball. Violations of this rule shall be known as "traveling with the ball."

Section 8. A player may legally guard an opponent who has the ball. Guarding with one arm in a horizontal plane and the other arm up or down is a legal position. No holding, charging, pushing, or blocking is permitted. Persons must play the ball and not their opponents (Rule 12, and Rule 13, Sec. 1).

RULE 10. TIE BALL

Tie ball occurs when two players of opposing teams place one or both hands firmly on the ball at the same time, or when a player places one or both hands firmly on the ball already held by an opponent. A tie must be made without personal contact with the body of an opponent except for the hands. The hands are considered part of the ball. A tie ball may also occur when two players of opposing teams momentarily hold the ball between their feet. This must occur without personal contact.

A foul shall be called on a player who

a. Pulls or spins an opponent into an off-balance position while trying to tie the ball.
b. Makes personal contact in attempting to tie the ball.

By mutual agreement of the captains before the game starts, players may be prohibited from tying the ball already held by an opponent.

If two players of the same team tie the ball and the umpire sounds her whistle in error, the ball shall be put in play from out of bounds at the sideline by one of the players.

When the ball has been tied by more than two players, one of the players from each team shall be selected by the umpire to jump.

When a tie ball occurs, the umpire shall toss up the ball between the two opponents in a plane perpendicular to the ground to a height greater than either of them can reach when jumping so that it will drop between them. The two players shall stand within an imaginary circle (six-foot radius), each with her back to her own goal, until the ball is tapped. The ball must be tapped after it reaches the highest point by one or both players, using one or both hands, and may be tapped no more than twice while the players are within the imaginary circle. Neither player may catch the ball. However, if the ball touches the ground after being tapped, either player may then play it as a ground ball. All other players must be five yards away until the ball has been tapped.

No score shall result from a tip-off which is caught beyond the goal line. Should the ball be batted out of bounds by either player, regular out-of-bounds rules shall apply (Rule 8).

A toss-up on the spot where the fouls occurred shall be awarded after a double foul. No toss-up shall be taken nearer than five yards to a boundary line.

Penalty–

1. *For a foul on the toss-up, a free kick shall be awarded the opponents on the spot where the breach occurred.*
2. *For players, except the two taking the toss-up, standing closer than five yards, the toss-up shall be taken again; if, in the opinion of the umpire, no advantage was gained, the play shall continue.*

RULE 11. FREE KICK–FREE THROW

When a foul has been committed by a player outside her own penalty area, a free kick is awarded when the foul was made during the play of a ground ball and a free unguarded throw is awarded when the foul was made during the play of an aerial ball. No player shall approach within five yards of the ball until the kick or throw is taken. Play begins when the ball is kicked or thrown. The ball must travel the distance of its circumference (27 inches). It may be played in any direction. It may be kicked up to another player. The person awarded the kick or throw shall not play the ball again until it is played by another player.

Penalty

1. *In the event of a player kicking or playing the ball a second time while taking a free kick, a free kick shall be awarded to the opponents where the breach occurred.*
2. *In the event of a player playing the ball a second time while taking a free throw, a free throw shall be awarded to the opponents where the breach occurred.*
3. *In case the ball is not kicked the distance of its circumference, a free kick shall be awarded the opponents.*
4. *If the opponents come closer than five yards and gain an advantage, the free kick or free throw shall be taken again by the same team. If no advantage is gained, the play shall continue.*
5. *If a teammate of a player taking a free kick delays the game by standing closer than five yards, the opponents shall be awarded a free kick. A free throw is awarded to the opponents when the delay occurs while taking a free throw.*

RULE 12. PENALTY KICK

A penalty kick shall be awarded the attack following a contact foul by the defense in its own penalty area, or for a foul by the defense behind its own goal line during an attempted forward pass for touchdown. This kick shall be a drop kick, and must be taken by any member of the attacking team (usually taken [illegible] a forward). The kicker standing behind the penalty kick mark, after the umpire has blown her whistle, may then attempt to drop-kick the ball between the uprights and over the crossbar. The ball must bounce behind the line prior to the kick. Only the defending goalkeeper is allowed to guard the goal at this time, and she must stand behind the goal line until the ball is kicked.

On penalty kicks, the teammates of the kicker and goalkeeper shall not encroach upon the penalty area until the ball has been kicked. The teammates of the kicker must be in the field of play. The teammates of the goalkeeper may be behind the goal line (except between the goalposts) or in the field of play. All players must remain a distance of five yards away from the kicker outside the penalty area and not obstruct a free path to the goal nor touch the ball until it has been kicked. If the ball does not go between the uprights and over the crossbar, it shall be considered a free ball and played with all the possibilities of scoring. The kicker may not play the ball a second time until it has been touched by another player. If a goal is scored, the team scored against takes the kickoff.

A field goal cannot be scored directly from a penalty kick.

Penalty

1. *If an attempt to drop-kick results in a punted ball, or if any type of kick other than a drop kick is executed, a free kick shall be awarded the opponents on the penalty kick mark.*
2. *If the player plays the ball again before it has been played upon by another player, a free kick shall be awarded the opponents on the spot where the second kick occurs.*
3. *If any member of the attacking side encroaches upon the penalty area before the ball has been kicked, a free kick shall be awarded the opponents on the penalty kick mark.*
4. *If any member of the defending side encroaches upon the penalty area before the ball has been kicked, the penalty kick shall be taken again.*
5. *If the player taking the penalty kick permits the ball to bounce on or over the penalty kick mark prior to taking the kick, a free kick shall be awarded the opponents.*

If a penalty kick has been awarded and the whistle sounds for quarter, halftime, or game, extra time shall be allowed to permit the penalty kick to be taken.

RULE 13. FOULS

Section 1. Individual Fouls. An individual foul is any foul involving and charged to an individual player. A player may be disqualified for a single offense. Individual fouls shall include–

a. *Blocking.* Personal contact which impedes the progress of an opponent with or without the ball. Forms of blocking include contact resulting from an opponent's entering the path of a moving player without giving that player a chance to stop or change direction, or impeding the progress of an opponent by holding both arms fully extended horizontally.

b. *Charging.* Contact resulting from a player moving her body or the ball into an opponent whose position or path is already established. Contact caused by the momentum of a player who has thrown the ball is a form of charging.

c. *Pushing.* Thrusting an opponent away by contact with the hand, arm, or body.

d. *Tagging.* Repeated touching of an opponent with the hand, elbow, or body.

e. *Hacking.*

f. *Holding.*
g. *Tripping.*
h. *Handling the ball.* Touching a ground ball with the hands or arms unless the hands and arms are in complete contact with the body.
i. *Traveling with the ball.* Taking more than two steps while holding the ball following a run, or progressing more than one step in any direction while holding the ball at any other time.
j. *Holding the ball.* Retaining possession of the ball in the hands more than 5 seconds in bounds if closely guarded; taking more than five seconds on a free kick or throw or out of bounds; taking more than 10 seconds on a penalty kick.
k. *Unnecessary roughness.* Committing any act which might cause injury to an opponent; this includes pulling or spinning a player into an off-balance position while trying to take the ball, kicking the ball from the hands of a person who is converting a ground ball into an aerial ball, or kicking a hard ball directly into a player standing in close range.
l. *Threatening the eyes* of the player in possession of the ball by using the hands in a dangerous manner.
m. *Delaying the game* by unnecessary interference on out-of-bounds plays and unreasonable delay in taking position on free kicks and penalty kicks.
n. *Air dribbling* the ball more than once.
o. *Drop-kicking for a goal* or attempting a forward pass for a touchdown while within the penalty area.

Section 2. Team fouls shall include –
a. Taking more than three time-outs in a game.
b. Having more than 11 players on the field at one time by one team.
c. Making an illegal substitution in one of the following ways:
  (1) Substituting when the ball is in play.
  (2) Going onto the field of play without reporting to the scorers, then to the nearest umpire before entering the game.

Note: This is not to be considered a foul until play has started. Whenever the failure to report is discovered, play shall be stopped for the penalty kick, which shall be played as any other penalty kick.

Section 3. A player is automatically disqualified and immediately removed from the game when she has committed either of the following:

a. Five personal contact fouls.
b. A single disqualifying foul which is rough or dangerous play, playing continuously with personal contact, or unsportsmanlike conduct.

RULE 14. PENALTIES FOR FOULS

Section 1. Individual fouls made by

a. A player outside her own penalty area; a free kick where the foul was made during the play of a ground ball or a free unguarded throw if the foul was made during the play of an aerial ball.
b. A defensive player making a contact foul within her own penalty area or behind own goal line: one penalty kick.
c. A defensive player making a non-contact foul within her own penalty area or behind own goal line: one indirect free kick.
d. An offensive player within her own penalty area: an indirect free kick.
e. An attacking player behind opponent's goal line: a free kick or throw on the goal line opposite the place where the foul occurred.

Section 2. Team fouls shall award the opponent one penalty kick each.

Section 3. A player may be disqualified and removed from the game if she plays roughly or dangerously or after being warned she displays poor sportsmanship. A free kick, or throw, or penalty kick, as the case may be, is awarded to the opponents.

Section 4. Double foul made anywhere on the field including the penalty areas: A toss-up where the fouls occurred between two offenders.

(*Exception:* If a double foul occurs within five yards of a boundary line, the toss-up shall be taken opposite the spot where the fouls occurred and five yards from the boundary line.)

Double foul behind the goal line: A toss-up between the two offenders on the five-yard line opposite the place where the fouls occurred.

Situations not covered by specific speedball rules should be interpreted by referring to the official soccer or basketball rules for women.

INTERPRETATIONS

Questions on interpretations of the rules must include a stamped, self-addressed envelope and should be addressed to Kay Brechtelsbauer, Physical Education, Women, Southern Illinois University, Carbondale, IL 62901. Please include the number of the rule and the section to which your inquiry refers.

Speedball Rules Digest

Compiled by HELEN M. BARTON
University of Illinois, Chicago

Revised by KAY BRECHTELSBAUER
Southern Illinois University, Carbondale

Field and Equipment (Rules 1 and 2)

1. Regulation size–100 x 60 yards
2. Ball–soccer ball
3. Official team–11 players

Officials (Rule 3)

2 Umpires
2 Timekeepers
2 Linesmen
2 Scorers

The Game (Rule 5)

1. Length of game:
    8-minute quarters.
    2-minute intermissions between quarters.
    10-minute intermission between halves.
2. Choice of which team shall take the kickoff or selection of goal awarded to captain winning toss.
3. Goals shall be changed at halftime.
4. Game started by place kick on center line in direction of opponent's goal. Ball must be kicked at least the distance of its circumference. It may be lifted to a teammate.
5. Player taking kick-off may not touch ball again until it is played by another player.
6. On a kickoff, no opponent shall cross the restraining line, and no teammate of the kicker may cross the center or halfway line until ball has been kicked by player taking kickoff.
7. Extra time is permitted to allow for playing off a penalty kick.
8. Time-out is granted only by umpire when ball is dead.
9. Following a score, team scored against shall kickoff.

Substitutes (Rule 2)

1. May be put in only when ball is not in play. A team time-out may be used for substitution.
2. Must report to scorer, and then to umpire and be recognized before entering game.
3. Except for a disqualifying foul a player may reenter any number of times.
4. If a team has fewer than nine players, that team shall forfeit the game.

Scoring (Rule 7)

Drop kick	3 points
Touchdown	2 points
Field goal	2 points
Penalty kick	1 point

WHAT OCCURRED	AWARD	GENERALLY TAKEN BY–	WHERE TAKEN	POSITION OF PLAYERS
Beginning of the Game	Kickoff. (Rule 5)	Center forward.	Center of halfway line.	Teammates behind halfway line. Opponents behind restraining line.
Ball Out of Bounds 1. Over sideline.	Throw-in (Rule 8)	Halfback.	At point where ball left field of play.	All other players five yards away.
2. Over goal line without scoring	Ball put in play by– Place kick Punt Drop kick Throw-in (Rule 8)	Any player of opposite team–usually: 1. A forward line player, if taken by attack. 2. Fullback or goalkeeper, if taken by defense.	At spot where ball crosses goal line.	All other players five yards away.
3. By two players simultaneously.	Toss-up. (Rule 8)	Two players hitting it out.	Five yards from boundary line, opposite where ball left playing field.	All other players five yards away.
Tie Ball	Toss-up (Rule 10)	Two players tying the ball.	On spot where tie occurred. (Not nearer than five yards to boundary line.)	All other players five yards away.
Fouls 1. Individual: kicking, tripping, tagging, handling, traveling, hacking, blocking, holding, pushing, charging. a. Outside own penalty area.	Free kick. Free throw. (Rule 14)	Halfback.	Where foul occurred.	All other players five yards away.
b. Within own penalty area or behind own goal line by defense.	Penalty kick by attack (Rule 7)	Best drop kicker.	Penalty kick mark.	1. All players must be five yards away from kicker and must not obstruct a free path from her to the goal.

WHAT OCCURRED	AWARD	GENERALLY TAKEN BY–	WHERE TAKEN	POSITION OF PLAYERS
				2. Teammates must be on field of play outside penalty area. 3. Goalkeeper behind goal line and between goal posts.
c. By attack behind opponent's goal line.	Free kick. Free throw. (Rule 14)	Fullback.	On goal line opposite where foul occurred.	Attackers five yards away.
d. By offensive team in own penalty area.	Indirect free kick. (Rule 14)	Forward line player.	On spot where foul occurred. (Not nearer than five yards to boundary line.)	All players five yards away.
e. Double (1) On field of play or in penalty area.	1. Toss-up.	Two players who fouled.	On spot where foul occurred.	All other players five yards away.
(2) Behind goal line.	2. Toss-up.	Two players who fouled.	On five-yard line opposite where foul occurred.	All other players five yards away.
Team Fouls Team: more than three time-outs, failure to report substitution to scorer or umpire, more than 11 players on field by one team.	Penalty kick. (Rule 14)	Best drop kicker.	Penalty kick mark.	Goalkeeper behind goal line between goalposts. Player taking kick behind penalty kick mark.
2. Disqualifying: rough or dangerous play, unsportsmanlike conduct, etc.	Free kick, throw, or penalty kick, as case may be. (Rule 14)	Halfback, fullback, best drop kicker, depending on situation.	Where foul occurred or penalty kick mark, as case may be.	Same as above for free kick or penalty kick.

INDEX TO SPEEDBALL RULES

	Rule	Sec.
Aerial ball	9	1
Air dribble	4	3b
Ball	2	4
Blocking the ball	4	5a
Boundary lines	1	2
Costumes	2	2
Dead ball	4	1g
Definitions of terms	4	
Disqualification	13	3
Double foul	4	6
Drop kick	7	5
Enforcing rules	3	4
Equipment	2	
Field	1	
Field goal	7	2
Fouls	13	
Free Kick	4	2e
Free kick-Free throw	11	
Free throw	4	3c
Game	5	
Goals	5	2,3
Ground ball	4	1f
Guarding	9	8
Indirect Free kick	4	2f
Kickup	4	1h
Officials	3	
Out of bounds	8	
Penalty kick	12	
Players	2	
Playing privileges	9	
Scoring	7	
Substitutes	2	4
Throw-in	8	1
Tie ball	10	
Time-out	6	
Toss-up	10	
Touchdown	7	3
Volley	4	4a

Speedball Questions and Answers

KAY BRECHTELSBAUER
Southern Illinois University

1. May a goal be scored directly from a punt?
No. The ball was not given legal impetus. (Rule 7, Sec. 2)
2. May a goalkeeper pick up a ground ball with her hands and convert it into an aerial ball?
Yes. This is now consistent with the soccer rules. (Rule 9, Sec. 6)
3. Two players of opposing teams momentarily hold the ball between their feet. Is this a tie ball situation?
Yes, provided this occurs without personal contact. (Rule 10)
4. May a thrown ball count as a field goal if it hits the ground before passing over the goal line?
No. A goal is not scored and out-of-bounds rules apply. (Rule 7, Sec. 3)
5. May a score be made directly from a free kick or a center kickoff?
Yes. A field goal may be scored from any spot on the field provided it is not an *indirect* free kick. (Rule 7, Sec. 2)
6. How is a team penalized for taking more than the legal number of time-outs?
The team is charged with a team foul and the opponent shall be awarded a penalty kick. (Rule 14, Sec. 2)
7. Player A blocks an aerial ball with her hip. Player B catches the ball after a single bounce and successfully drop-kicks for a goal. Does this goal score?
No. An aerial ball met with a body block remains an aerial ball only until it hits the ground. Therefore, Player B must play the ball on the ground. (Rule 9, Sec. 1)
8. A player, in the act of catching a legal forward pass for a touchdown, is pushed by an opposing player and drops the ball. Does the touchdown score or is a penalty kick awarded?
Both. A touchdown will be scored and one penalty kick awarded. (Rule 14, Sec. 1b)
9. If a touchdown pass is caught simultaneously by an offensive and defensive player, is a touchdown scored?
No. A tie ball is called and the toss-up is taken on the five-yard line opposite the spot where the tie ball occurred. (Rule 7, Sec. 3, Interpretation)
10. May a field goal be scored directly from a penalty kick?
No, not directly, but it can be played by another player as a free

ball if the drop kick does not go over the crossbar and a goal can be scored. (Rule 12)

11. When the ball is kicked or thrown against the goalposts in an attempt to score and it rebounds to the penalty area, is the ball in play?
    Yes. The ball is considered in bounds until it is sent wholly over the endline or sideline (Rule 8, Sec. 1). The goalposts are set on the end boundary lines; therefore, they are considered the same as the boundary line. (Rule 1, Sec. 2d)
12. If the ball is in the air in an attempted score (touchdown or dropkick), when the horn blows for a quarter, does the score count?
    The final horn of the timekeeper shall indicate the end of playing time. Therfore, the score shall not count.
13. Is a penalty kick awarded the opposing team if a substitute enters the game and her name is not in the scorebook?
    For every player entering the game whose name is not entered in the scorebook, the opposing team shall be awarded one penalty kick.
14. On an attempted touchdown pass the defensive player deflects the ball and knocks it to the ground. Who gets the ball?
    The offense. The ball is *not* dead until it hits the ground. The last person to touch the ball before it touched the ground was the defensive player.

Clarification of Rules

1. An indirect free kick is awarded for an infringement of any rule governing goalkeeper's privileges. This penalty also applies to any defensive player who commits a foul other than personal contact (i.e., traveling, handling the ball violations, etc.) within the penalty area. (Rule 9, Sec. 6).
2. An attempted drop kick started within the penalty area. If the ball goes over the crossbar and between the uprights, a free kick is awarded the opponents on the spot of the violation. If the drop kick is unsuccessful, it is considered a ground ball with the possibility of scoring a fieldgoal.
3. If an attempted penalty drop kick fails, it shall be considered a free ball with all the possibilities of scoring.

NAGWS FLAG FOOTBALL COMMITTEE*
1974-1976

GLORIA E. CROSBY, *Chairperson*, Bates College, Lewiston, ME 04240
MARYGRACE COLBY, *Past Chairperson*, University of Santa Clara, Santa Clara, CA 95053
SHERI HOLAND, *Chairperson-elect*, Santa Clara High School, Santa Clara, CA 95050
LOUISE BIGGS, 1521 Sara Lane, Pelcin, IL 61554
BARB BISHOP, 5630 Steven Forest Rd., Columbia, MD 21045
SHARON CHATMAN, De Anza College,Cupertino, CA 95614
NANCY MOKLESTAD, Monmouth Schools, Monmouth, ME 04259
NORMA PRICE, California State University, Sacramento 95819
BARBARA SCHOENBERGER, Riverdale County School, Bronx, NY 10471
JO WALDMAN, Lowell High School, Whittier, CA 90605

NAGWS FLAG FOOTBALL GUIDE AND RULES COMMITTEE*
1976-1978

SHERI HOLAND, *Chairperson*, Santa Clara High School, Santa Clara, CA 95050

---

*Current *Guide* material was prepared by the 1974–76 Committee; material for the 1978-80 *Guide* will be prepared by the 1976–78 Committee.

EDITORIAL COMMENT

The *Flag Football Guide* is now entering its fourth printing. As we all know, there are virtually no publications other than this one for women and girls who wish to compete in flag football. Past *Guides* have included more than fourteen articles ranging from teaching techniques to puzzles.

The *Guides* have followed the NAGWS philosophy and standards set forth for non-contact football-type games as approved by the Executive Council in 1968.

Programs should strive to meet the following requirements, namely, that:

a. The game be incorporated in the instructional and/or intramural program;
b. The participants receive instruction in the game by qualified personnel;
c. The safety and the welfare of the participant be the primary concern;
d. The rules and officiating eliminate body contact and prohibit roughness and dangerous play;
e. Attention be given to physical condition of the participants.

I believe the time has come for input from interested physical educators, coaches, students and administrators. Should this section of the *Guide* continue as it is, serving physical education classes and intramural programs of flag football, or should it evolve into a rules guide for interscholastic and intercollegiate teams like all the other guides?

There have been pockets of interest in flag football throughout the United States and there now seems an indication that the game is beginning to develop outside these areas.

Currently, there are some areas which do compete interscholastically in flag football. At the same time, organizations outside our schools are developing flag football leagues and contact football leagues for our girls and women.

Are we to let outside groups develop these programs that women apparently want or do we intend to consider seriously the apparent enthusiasm of women for participation in the sport at the interscholastic and intercollegiate levels?

Times are changing. For too many years, many of us have held back in taking action to control our own sports development. This is the age of Title IX, scholarships, and a growing acceptability of women's competition.

If flag football is to make its transition to the interscholastic and intercollegiate levels, those who are interested must act now.

It is my personal preference that college women and school girls should be developing under professional physical educators and/or coaches in our school systems rather than leaving their fate to nonprofessionals.

The future of this sport is in your hands. Please let this committee know what direction you would like flag football to take.

GLORIA E. CROSBY
Flag Football Chairperson

A Simplified Passing Tactic

SHERI LYNN HOLAND

Sheri Lynn Holand received her B.A. and M.A. degrees from San Jose State University, San Jose, California. She is at present teaching physical education at Santa Clara High School, in Santa Clara, California. She is a member of SCCA, CWCA, and AAHPER, and is chairperson-elect for the 1978-1980 Flag Football Guide.

With the many and varied pass patterns that are available in the game of football, it becomes necessary to simplify the passing game so that the players' skills and enjoyment of the game will develop simultaneously. A simplified passing tree enables the quarterback and receivers to develop an effective passing game without being encumbered in the initial stages of learning by having to remember a wide variety of passing routes.

Types of Pass Patterns

A passing tree is a diagram depicting the patterns and types of routes that the receivers utilize in executing specific running maneuvers. The patterns represented in the following diagrams are examples of some of the maneuvers that can be used in the passing attack. (See Figures 1 and 2.)

The hook pattern represents the trunk or basic pattern of the passing tree, and the rest of the patterns branching off the trunk are the alternate routes that may be employed by the receivers.

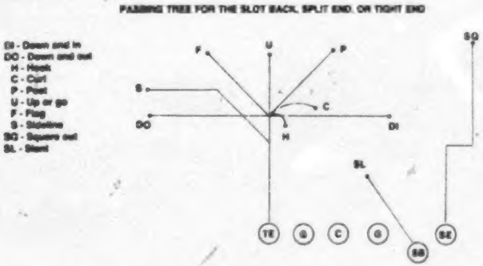

PASSING TREE FOR THE SLOT BACK, SPLIT END, OR TIGHT END
DI - Down and in
DO - Down and out
H - Hook
C - Curl
P - Post
U - Up or go
F - Flag
S - Sideline
SQ - Square out
SL - Slant
F
U
P
SQ
S
C
DO
H
DI
SL
TE
G
C
G
SE
SB

Figure 1. Passing tree for the slot back, split end or tight end.

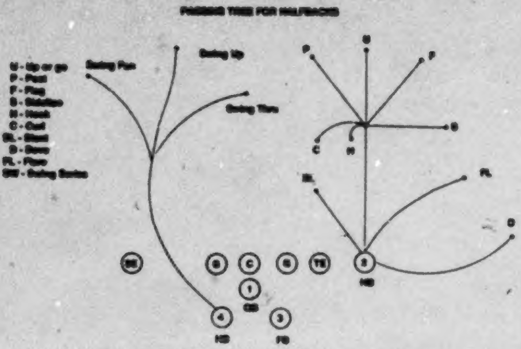


Figure 2. Pro-set formation. Passing tree for halfbacks.

Simplified Passing Tree

A simplified passing tree should be limited to only three or four patterns. The tactic of keeping the passing tree simple enables the players to more readily acquire the skills and techniques necessary for developing an effective passing game.

This passing series is designed to use three receivers and to employ the dropback passing technique. One of the halfbacks and both ends are designated as the pass receivers in this particular series. The other two backs act as blockers and form a pocket to protect the passer. Depending upon the formation used, one halfback is positioned either as a wide receiver or as a slot back; one of the ends is positioned as a tight end and the other as a split end. The wide receiver (flanker back) and the split end are positioned on opposite sides of the forward line. (See Figure 3.)

The trunk pattern for this simplified passing tactic is the *hook*. The basic call by the quarterback is "Everybody Hook Pass." (See Figure 3.) The basic pattern is adjusted by allowing the three receivers to have alternate routes. The alternate routes are the Post, Flag, and Down and Out patterns. (See Figure 4.) The hook pattern and all the optional patterns are executed to a depth of 12 yards. These patterns can be adjusted depending upon the type of coverage and the strengths and weaknesses of the opponents.

The basic concept of simplifying a passing tree was encountered by this author in an article written by John Massengale entitled, "A Simplified Pro-Set Passing Tree".[1]

---

[1] John D. Massengale, "A Simplified Pro-Set Passing Tree," *The Coaching Clinic* (May 1974).

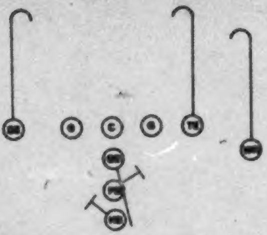

SE
G
C
G
TE
WB
QB
FB
HB

Figure 3. Everybody hook.

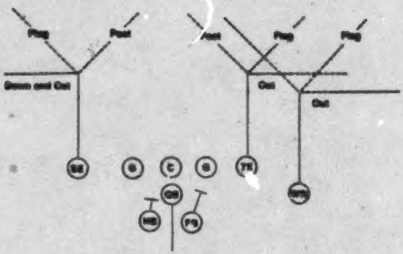

Flag
Post
Down and Out
Post
Flag
Flag
Out
Out
SE
G
C
G
TE
WB
QB
HB
FB

Figure 4. Alternate patterns.

When the passing series is called in the huddle, only *one* receiver varies the basic pattern on any given play. A variation to the basic call "Everybody hook pass" is given to the receiver who is going to run one of the optional patterns. If the split end is going to execute a flag pattern the call would be "Everybody hook, split end-flag" (see Figure 5).

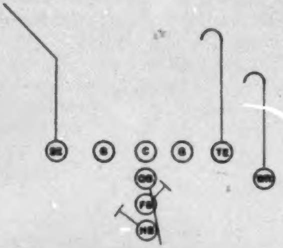

SE
G
C
G
TE
WB
QB
FB
HB

Figure 5. Everybody hook split end-flag.

A strong and versatile passing game is possible with this series since there are nine variations that may be utilized. Other examples of the options available include "Everybody hook, slot back-post" (see Figure 6), "Everybody hook, tight end-out" (see Figure 7), and "Everybody hook, flanker-post" (see Figure 8).

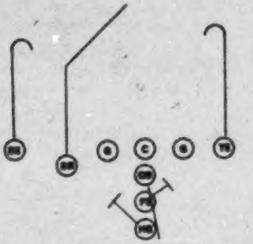


Figure 6. Everybody hook, slot back-post.

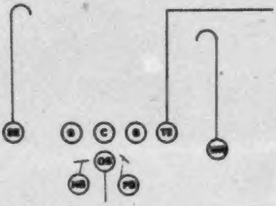


Figure 7. Everybody hook, tight end-out.

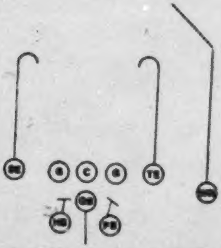


Figure 8. Everybody hook, flanker-post.

Once the terminology and basic strategy of flag football have been learned, most students discover that the game is not as complex as it appears. When students are presented with a simplified passing tactic, rather than a multitude of possible pass patterns, the opportunities for learning increase.

A decided advantage of this tactic is that it can be executed from three different offensive sets, the I formation (see Figure 5), the Slot I formation (see Figure 6), and the Pro-Set formation (see Figure 7). The ability to execute the same passing series from different formations gives the offensive team considerable advantage, since the defense has to make a variety of adjustments to effectively neutralize the offensive attack.

As the offensive passing game becomes more proficient, additional patterns can be added to the tree; or other passing tree sequences can be created. A suggestion for developing a multiple and varied passing attack is the use of the passing tree created for the halfbacks (see Figure 2).

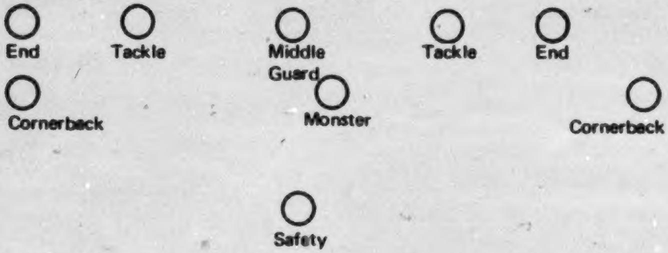
Defense is Still the Best Offense

JO SALNESS WALDMAN

Jo Salness Waldman, teacher and coach at Lowell High School, Whittier, California, received her B.A. and M.A. degrees from California State University at Long Beach. Her Master's thesis was a 16mm film on flag-football for girls (listed in the Guide). She has been CAHPER vice-president for the Southern District.

Although it has been heard a thousand times the saying, "A good defense is the best offense," is still true. If the defense can prevent the offense from scoring, the worst outcome of the game would be a 0–0 tie. Hopefully, the defense can force the offense into making mistakes that the defensive team can capitalize on.

The offense must be contained and limited to short yardage to prevent them from scoring. One of the best defenses to contain the offense is a zone with a roving monster. To make this defense work there are basic responsibilities that each player must carry out. The normal lineup and responsibilities for this defense are as follows:



The Ends

The ends should be on the line and just outside or head-up, even with, the offensive end. Their responsibility is basically one of containing the backfield play. They rush and put the pressure on the quarterback and at the same time prevent any runner from getting outside, between the end and the sideline. Any runner should be forced to go up the middle or out-of-bounds at the sideline by the defensive ends.

The Middle Guard

The middle guard lines up on the wide side, most field space, of the offensive center. She also rushes at the quarterback to force the hurried pass or a loss of yardage. She continues to pursue the backfield play until the play is blown dead by the officials.

The Tackles

The tackles line up anywhere between their middle guard and their defensive ends. They may line up on the line or drop back 2 yards. Their responsibility is to determine, by watching the quarterback and backfield action whether the play is a pass or a run. If the play is a pass the tackles backpedal and cover the short pass receivers and hook patterns. If the play is a run the tackles should meet the ball carrier at the line of scrimmage and stop the play there.

The Cornerbacks

The cornerbacks should be about 5 yards off the line and 2 yards to the outside, toward the sideline, of the widest offensive player. The cornerbacks are responsible for the deep outside one-third of the field, the safety covers the deep middle one-third. If a pass receiver comes into her zone she must stay between that player and the goal. The defender must never be beat deep. If the defender sees the play is a run she may leave her receiver only when the ball has crossed the line of scrimmage and go to help stop the run.

The Monster

The monster lines up 4 yards behind the line on the wide side of the field or toward the strong set, where more offensive players are lined up. The monster is just that, a monster, because if she's good she should be stopping a lot of the plays because she may rove to any position. When the ball is centered she must read, determine what the play is by watching the quarterback and other players, and be in the right place at the right time to stop the play. She is basically a roving linebacker who may drop back to cover receivers, rush, or act as a tackle at the line of scrimmage.

The Safety

The safety lines up opposite the quarterback or toward the strong side of the field and about 10 yards behind her front line. She is the last defensive player so it is essential that she not let *anyone* get behind her. She must cover all deep receivers in her middle one-third of the field. The safety must be fast enough to cover from sideline to sideline during the course of a play and be intelligent enough to be in the right place at the right time to stop the play. She must know when to go for the interception or lay back, stay behind the receiver. She must outguess the quarterback but never be wrong because she is the last line of defense. She must back up all plays.

All defensive players should pursue the play while still carrying out their primary responsibility until the play has been blown dead by the official. For example: If the left end sees that the play is going to the right side of the field, she pursues, following the ball carrier, but she must be as deep as the deepest offensive back to protect against the reverse play. The left cornerback would cover any receivers in her area until the ball carrier had crossed the line of scrimmage and would then run to back up her players on the right side of the field. She would angle up the field to meet the runner at the nearest possible point without being outrun.

The keys to this defense depend on each player carrying out all her primary responsibilities and pursuing all plays until the whistle is blown. The defensive player must think and read during each play and always keep in mind that no matter how good the offensive team is, it is the defense that makes the difference between winning and losing.

An Activity to Match the Facility

LAURA L. BIGGS

Laura Biggs received her bachelor's degree in physical education at the University of Illinois where she played for two years in the Girl's Intramural Flag Football League. She has conducted two statewide flag football clinics for teachers in the last two years. She is currently a self-employed business woman in Rock Island, Illinois.

All outdoor activities are plagued with bad weather which forces a cancellation or a movement to an indoor facility. Physical education programs must adjust activities to allow for maximum space efficiency and a gym facility may or may not be available. Many activities too often turn into classroom discussions with a large-space sport such as flag football. Active participants on the field become inactive listeners when the class is taken from outside to inside the building.

Flag football, however, offers a great variety of skills which can be practiced in almost any sized facility. The sport is also versatile enough to allow modification of skill practice so that any number of players can participate.

The following outline is an example of activities which can be offered in three space sizes. Each space may vary in size in different physical education departments. The activities, then, can be modified further to utilize maximum space and participants.

Outdoor Facility

Open Space Practice of Skills

1. Body control–change of direction, faking, lines, columns, double columns, mass
2. Forward passing–circles, lines, columns, double columns, shuttles
3. Catching–circles, lines, columns, double columns, shuttles
4. Lateral passing–circles, double circles, lines, columns, double columns, shuttles
5. Handing-off–circles, double circles, lines, columns, double columns, shuttles
6. Centering–lines, columns, shuttles
7. Punting–lines, shuttles
8. Flag pulling–lines, columns, shuttles, mass
9. Flag protecting–lines, columns, shuttles, mass
10. Pass defense–columns, shuttles
11. Place kicking–lines, shuttles

Relays with Above Skills in Drill Formations

Single Team Offensive and Defensive Strategies

1. Players put into positions.
2. Plan and practice offensive plays
3. Work defenses

Double Team Mini-scrimmages

1. One team practices offensive plays.
2. One team practices defensive plays.

Game

Skill Tests

1. Passing for distance
2. Passing for accuracy
3. Centering for accuracy
4. Kicking for distance—punt, place kick

Gym Facility

Limited Space Practice of Skills

1-10 same as the outdoor facility

Open space practice of skills—modified for indoor use

Relays with Above Skills

Introduction of Punting and Place Kicking

Rules Discussions

Single Team Offensive and Defensive Strategies

Double Team Mini-scrimmages

Mini-games (modified rules)

Related games

1. Keep-a-way
    - a. Two teams wearing flags
    - b. One team passing the ball within boundary lines (basketball court lines)
    - c. Other team attempting to pull flags of ball carrier or to intercept pass
    - d. When both flags are pulled, player is out.
2. Tag
    - a. Three players from each team are "it."
    - b. When both flags are pulled, player is out.
    - c. Team which has most players left wins.
3. Free-for all
    - a. All players are "it."
    - b. When both flags are pulled, player is out.
    - c. Team with most players left wins.

Skill Tests

1. Passing for accuracy
2. Centering for accuracy
3. Obstacle course for body control

Small Area Facility (size of area dictates modifications)

Limited Space Practice of Skills

1. Forward passing
2. Catching
3. Lateral passing
4. Handing-off
5. Centering

Relays with Above Skills

Introduction of Punting, Placekicking, Flag pulling, Flag protecting

Rules Discussions

Blackboard Offensive and Defensive Strategies

Related games

1. Volley football
    a. Place benches or stretch rope across center of playing area.
    b. One team kneels on each side of barricade.
    c. Ball is passed back and forth over barricade.
    d. Point for opposing team when ball is dropped
2. Felt or magnetic or electric commercial football game

Skill Tests

1. Passing for accuracy
2. Centering for accuracy

Pre-Season Conditioning for Flag Football

TOM ECKER

Tom Ecker received his B.A. degree from the University of Iowa, Iowa City, and his M.A. degree from Western Kentucky University. He has authored or co-authored many books on men's or women's track and field and football. As the author of more than 70 technical magazine articles, he has traveled widely throughout North America and Europe coaching and lecturing on various aspects of sport. Hired by the Swedish Amateur Athletic Association as National Coach of Sweden, his national team completed its first undefeated season in eighteen years. Since 1967 he has served as coordinator of athletics in the Cedar Rapids, Iowa, school system.

Although most of the girls in a flag football program probably would rather not devote a great deal of time and energy to participating in a physical conditioning program in the pre-season, it is important for serious students of the game to realize that great physical advantages can be gained by the team members who *do* force themselves through a rigorous conditioning program. Keep in mind that flag football is a fun game, but the best physical conditioning programs are not fun—they are hard work.

There are a number of training programs designed to increase an athlete's strength, speed and endurance, yet no matter how diverse some of them might seem, all present-day training systems are variations of a basic formula of work and recovery.

Interval Training

Interval training, originally developed in Germany during the late 1930s, is accepted by modern coaches as the most effective system for conditioning an athlete's heart and for greatly increasing the body's ability to transport oxygen with speed and efficiency. The system has undergone many changes since its inception, especially in the amount of work done by the athlete during his workouts, but the basic principle behind it remains the same: *Repeated speed develops speed and endurance.*

Interval training, by definition, is a program of running a specific distance repeatedly at a predetermined pace with a set interval or restful jogging after each run. The period between runs must be long enough to allow the athlete time for partial recovery from the previous run, but not long enough to afford complete recovery. It is a unique system in that it is adaptable to any athlete, no matter what her capabilities or the stage of her development.

There are four variable factors in interval training:

1. Distance (usually 50, 100, 150, 220 or 330 yards)
2. Speed (usually accurately timed)
3. Interval of recovery
4. Number of repetitions.

During a regular and gradual interval training program, the athlete may alter the intensity of her workouts from day to day by altering her speed, the interval of recovery or the number of repetitions run.

Distance

The distance run in interval training usually remains constant throughout each individual workout, but may vary greatly from one workout to the next.

Speed

To stress only the development of general endurance and to increase the body's aerobic capacity, the coach should have the athletes run a great number of repetitions at a slow, even pace. To stress the development of strength (speed) and anaerobic capacity, the coach should have them run at top speed.

The best plan for most athletes is to run their repeats from 50 to 80 percent of their top speed (depending on purpose of workout), rather than to attempt a pace that is either very slow or at top speed. This develops a combination of speed and endurance in the athlete, and has the added advantage of building within the body an alkaline reserve which helps in the body's fight against fatigue. These alkalies neutralize some of the fatigue-producing acids which are a by-product of strenuous physical activity.

Interval of Recovery

The period of recovery following each repeat run is usually taken up with easy jogging or walking. Research in track and field training suggests that the heart rate of trained runners should go up to at least 160 while running, and that when the heart rate gets down to 120, the recovery period can be ended.

An important point to remember when dealing with the recovery interval is that its length helps to determine the number of repetitions that may be run. The longer the interval of rest during a particular workout, the more times the distance can be repeated.

Number of Repetitions

The purpose of any conditioning program is to develop the athlete's body so that it will be able to resist fatigue. In interval training, the determining factor in the development of this resistance is the number of repetitions that can be run. This is governed, of course, but the other three factors -distance, speed and interval of rest. Either an increase in distance or speed or a decrease in the amount of rest will decrease the number of repetitions that can be completed during a workout.

Progressive Interval Training

As was mentioned earlier, there are four possible variables in interval training--distance, speed, interval of rest and number of repetitions. In progressive interval training there is always one variable left open--the number of repetitions--and the individual athlete has the choice, during each workout, to increase the intensity of her workout by attempting to increase the number of repetitions.

Progressive interval training is very similar to progressive weight training in its structure. In progressive weight training the athlete lifts a certain weight repeatedly. When, after several workouts, her strength has increased so that she is able to repeat the exercise a total of 15 times during a single workout, she knows that she should add weight to the exercise for her next workout. But she should never add so much that she cannot do the exercise at least five times. The added weight increases strength. The repeated lifts increase endurance.

In progressive interval training the athlete runs a specific distance at a predetermined pace with a short jog interval. When she has developed so that she is able to complete a particular workout with ease, she knows that she can increase her speed for the next workout, but she should never increase it so much that she cannot complete at least half of the previous workout during the workout session. The increased speed increases strength (and thus speed). The repetitions increase endurance.

During pre-season workouts, a great deal of time should be devoted to a strenuous schedule of interval training. During the season, however, each practice session should be concluded with a far lighter interval program.

Running A Successful Flag Football Intramural Program

SALLY BENEDICT

Sally Benedict is a junior majoring in health and physical education at Slippery Rock State College in western Pennsylvania. She is president of the Women's Recreation Association which coordinates the women's intramural program. The program was developed by Deb Berkly when she was intramural chairperson and was continued this year by Sue Everden.

Flag football intramurals can be very efficiently run and supervised when properly organized. At Slippery Rock, we have developed over the years a system that has proved to be very successful. Slippery Rock has a larger ratio of physical education majors to other majors than most colleges, yet we have found that our participants include many other majors as well. I will attempt to outline here the most important points of our flag football intramural program.

Facilities

The facilities we use are two field hockey fields although any field that is level would probably be appropriate. We also make use of an equipment shed that is locked every day after the intramurals. It is convenient to have a shed for this purpose as some fields may be located away from the main part of campus.

The equipment we use consists of the following:

2 footballs
At least 32 belts–48 would be ideal
At least 16 flags of one color and 16 of another color–24 of each would be ideal
36 orange boundary cones
8 end zone striped cones
8 end zone red flags
2 stopwatches
2 time clocks
10 whistles
Team rosters
Scoresheets
One first aid kit
Pencils and paper

Some other items may be substituted for those listed here, such as blocks or sticks for boundary markers. But safety must always be the first requirement, so markers should be safe and should move when someone runs into them.

Players

To find participants for our program, we initiate a sign-up period of about ten days for teams and individuals who wish to play. The sign-up sheets are put on our office door in a folder where anyone can pick them up. Individuals not on a team may sign on a different sheet and they will either be put on a team or a new team will be made up of those individuals. The participant in the program may not be a member of an intercollegiate football team, as this would provide unfair competition. We limit the number of graduate students to two per team, and any other women on campus may participate.

To publicize our intramurals, dittos and posters are distributed throughout campus by a committee of representatives chosen for this purpose. We also depend very much on word of mouth. Use of these methods has brought a maximum turnout of some 22 teams, which adds up to about 220 people.

Team Regulations

After the team sign-ups have been handed in, we hold an organizational meeting for all team captains who must attend or have their team dropped from the tournament. At this meeting we establish the final team rosters to be adhered to for the tournament. We also hand out the rules, which basically follow the rules of the *Guide* plus our own time limits and safety features. Any and all questions are answered at this time and our forfeit fee policy is explained. The forfeit fee consists of five dollars paid by each team to insure that there will be a minimum number of forfeits. At the end of the intramurals if a team has less than two forfeits, the five dollars is returned. If a team has two or more forfeits, the money is put into an equipment fund for equipment that is lost or worn out.

From the 22 teams we set up leagues, usually of 4 or 5 teams apiece. Sometimes we seed teams according to their level of skill as rated in a practice session by members of the faculty. These teams are then put in leagues of comparable skill. A schedule is posted near our office on an intramural bulletin board and it is the responsibility of the teams to check to find out when they will be playing.

Officials

For officiating, we also rely on the sign-up method with sign-ups near the team roster sheets. After sign-ups are complete a meeting is held to explain what is entailed in being an intramural official. The potential officials are all students. Clinics are held for them and they go over the rules and in some cases officiate an unofficial game to get experience. After this a written test on the rules is given and if passed then a practical test is taken which is actual officiating of a game played by volunteers. Officials are paid from fifty cents to one dollar per game.

We employ sign-ups for scorers and timers who must report to the playing field at assigned times and run the clock and stopwatch. They also sit at a table on the playing field and keep score.

Protest Procedure

A protest procedure is used in case a dispute arises over an official's decision or playing conditions. The protest may be raised by a team immediately after the incident occurs. In this case the captain enters on the official scoresheet that the remainder of the game was played under protest. Within 24 hours the protest must be entered and handed in by the team captain to our office along with a five dollar protest fee. This fee is not returned unless the protest is deemed valid. We have found that without this fee too many protests are entered. An arbitrary board of faculty and some students review the protest to determine its validity. These student representatives may be on a varsity team of the same sport of WRA Board members. The decision should be made within 24 hours of the filing of the protest and the captains of both teams notified of the decision.

Program Manager

One of the biggest assests of our intramural program is the position of manager. The flag football manager is in charge of making out daily reports of how intramurals progress, starting games, setting up equipment, overseeing officials, scorers, and timers, making out a final report of the entire tournament, reporting any injuries, and filling out all injury reports. The manager also keeps the WRA Board informed as to what is happening on the field. This manager is in the closest contact with the students who are participating and it is to her that all questions on the field are directed.

We have used the rules found in the *Guide*. We have chosen to limit playing time of games in order to attain a maximum number of games played with the few hours of light that sometimes exist at different times in the year. Any rule is feasible if it can be adapted to a particular program.

Using this format, we have a very successful flag football intramural program. Every year students are invited to express their opinions as to how it is being conducted. We adapt according to the situation. A program should be flexible enough to be enjoyable for those who participate as well as those who organize it. We have a more extensive list of rules and forms and if anyone is interested in learning more about our program, write us (WRA) in care of Slippery Rock State College, Slippery Rock, PA 16057.

Flag Football Penalty Chart

MARYGRACE COLBY

Marygrace Colby received her B.S. degree from the University of Arizona, Tucson and her M.A. degree from California State University, Sacramento. She is presently director of women's recreation at the University of Santa Clara, Santa Clara, California, where she directs a vast program of instruction, intramurals and intercollegiate sports, involving both men and women students. She has served in many official capacities for local, state, regional and national girls and women's sports programs.

Learning the many penalties involved in flag football should be simplified by using an abbreviated chart. This chart can be carried by officials during the game.

Penalties should be enforced at the point of infraction (POI), line of scrimmage (LOS), or the point of kick (POK). The down remains the same unless otherwise indicated.

The procedures for fouls are:

Offended team has option of accepting or declining

Declined number of next down same as if no foul occurred

When penalty greater than distance to goal take ½ distance

Kick Off

POK Crossing line by either team. 5 yards with re-kick

Ball Centering

LOS 25 second count, off sides, false start, illegal center snap, more than 1 backfield player in motion. All 5 yards. Down remains same.

Scrimmage Kick

LOS Failure to announce. 5 yards and kick repeated or 1st down for opponents at spot where ball dead (depends upon down)

POK Kicking or receiving team enters neutral zone before kick. 5 yards from where ball is dead after kick.

POK Less than 3 players on LOS. 5 yards from where ball dead after kick

Forward Pass

Interception of illegal pass, play continues until ball dead.

Intercepting team option of 1st down where ball dead or accepting penalty.

LOS Forward pass thrown after crossing LOS. 5 yards and loss of down

LOS Intentional grounding of pass. 5 yards and loss of down

POI Thrown after catching a kick. 5 yards

POI Thrown after interception or catching pass. 5 yards

LOS Pass Interference by offense. 15 yards from line of scrimmage down advances.

POI Pass Interference by defense. 1st down

Delaying Game

POI Delay of game. 5 yards

LOS Falling on ball. 15 yards

Flag Wearing and Pulling

POI Wear illegally. 5 yards and loss of down

POI Ball carrier uses hands illegally. 15 yards and loss of down

POI Ball carrier is pushed, hit, held. 15 yards

POI Falling to knees while pulling flag. Flag diving. 15 yards

Handoff

POI Ball handed forward on or beyond scrimmage line. 5 yards and loss of down

POI Backfield player hands ball forward to lineplayer. 5 yards and loss of down

Substitution

LOS Entering game before dead ball. 5 yards

LOS More than 9 players on field. 5 yards

LOS Disqualified player re-enters game. 15 yards

Screening

POI Offense uses hands to screen. 5 yards and loss of down. By defense – down remains same

POI More than two players screen. 5 yards and loss of down

Personal Contact and Unsportsmanlike Conduct

POI Personal contact, striking, tripping, kicking, using hands, running blocks, clipping, unnecessary roughness. Offense – 15 yards and loss of down. Defense – 15 yards down remains same

POI Repeated roughness/unsportsmanlike conduct disqualified from game plus penalty

POI Abusive language by player/coach. Arguing with officials. Offense 15 yards. Loss of down. Defense – 15 yards down remains same

Double or Multiple Fouls

Committed by both teams at same time cancels out. Down replayed.

Multiple two or more charged against same team. One enforced. Offended team may choose either penalty or decline both.

Flag Football Bibliography and Visual Aids

Compiled by **NANCY MOKLESTAD**
Monmouth Academy
Monmouth, Maine

Books

AAHPER. *Football Skills Test Manual.* Washington, DC: AAHPER.

AAHPER. "Touch Football." In *Physical Education for High School Students,* 2d ed., pp. 307–319. Washington, DC: AAHPER, 1970.

AAHPER. "Touch or Flag Football." In *Sports Safety,* pp. 97–99. Washington, DC: AAHPER, 1971.

Allen, George. *Inside Football.* Boston: Allyn & Bacon.

Anderson, Marion H.; Elliot, Margaret E.; and LaBerge, Jeanne. "Touch Football Skills" and "Analysis of Touch Football Skills." In *Play with a Purpose,* 2d ed., pp. 211–220. New York: Harper & Row, 1972.

Dauer, Victor P. "Football Skills," Flag Football Drills," Testing Football Skills," and "Flag Football Formations." In *Dynamic Physical Education for Elementary School Children.* 4th ed., pp. 416–425. Minneapolis: Burgess Publishing Co., 1971.

Daugherty, Duffy, and Wilson, Clifford. "Individual Fundamental Play," Fundamental Offensive Team Play," "Popularly Used Offenses," and "Team Offensive Play." In *1st and Ten.* 2d ed., pp. 20–45 ff. Dubuque: Wm. C. Brown Co., 1961.

Dietzel, Paul. *Coaching Football.* New York: Ronald Press Co., 1971.

Dodd, Robert L. *Bobby Dodd on Football.* Englewood Cliffs, NJ: Prentice-Hall.

Gromback, J. U. *Touch Football.* New York: Ronald Press Co., 1958.

Jones, Arthur. "Preventing Injuries in Sports." *Athletic Journal* 55 (February 1975): 22, 116.

National College Physical Education Association. *Official National Touch Football Rules.*Chicago: The Athletic Institute, 1963.

Neilson, N.P.; Van Hagen, Winifred; and Comer, James."Flag Football," In *Physical Education for Elementary Schools,* 3d ed. pp. 320–323. New York: Ronald Press Co., 1966.

Schurr, Evelyn L. "Football Activities," "Football Skills," and "Football Skill Tests." In *Movement Experiences for Children,* pp. 422–433. New York: Appleton-Century-Crofts, 1967.

South Carolina State Department of Education. "Touch or Flag Football." In *Guide for Teaching Physical Education, 7-12,* p. 56. Columbia: the Department.

Magazines

Athletic Journal: Vol. 52, Sept. 1971 and May 1972; Vol. 53, March 1973, April 1973 and June 1973; Vol. 54, April 1974 and June 1974; Vol. 55, May 1975.

Coach: Vol. 43, May 1974; Vol. 44, May 1975.

Visual Aids

Loop Film

BFA Educational Media. Super 8mm loop, color. Films on football skills. Distributor: BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404.

16mm Film

Waldman, Jo. 20 min., sound on cassette, 1973. Rental, $10. Distributor: Jo Waldman, 1797 Niobe Ave., Anaheim, CA. Written portion of this Master's thesis project available from California State University Interlibrary Loan, Long Beach, CA 90901.

Official Flag Football Rules for Girls and Women

The Game

Note: Changes and/or additions have been indicated by shading.

Flag football is a game played by two teams of nine players each. The object of the game is to score touchdowns by running or passing the ball over the opponent's goal line.

RULE 1. PLAYING FIELD AND EQUIPMENT

Sec. 1 The official field shall be a rectangular area 100 yards long and 50 yards wide. The long lines shall be called sidelines and the shorter lines endlines.

Sec. 2 The goal lines on an official size field shall be 10 yards from the endlines.

Sec. 3 The field shall be divided into four equal zones. The center line shall be marked in the center of the field and the two quarter lines shall be marked equidistant from the center line and the goal lines.

Sec. 4 A conversion line shall be marked 3 yards from the goal line equidistant from each sideline.

Sec. 5 Inbound lines shall be broken lines drawn 15 yards from and parallel to each sideline.

Sec. 6 Equipment

a. The ball shall be an intermediate size football.

b. Two flags must be worn by each player. Flags for each team shall be of contrasting color and shall be worn on each side of the body hanging freely from the waist in such a manner that they may be easily detached when pulled by an opponent. Flags shall be 3 inches wide and 14-20 inches long.

Q. May a player attach one of her flags in front and the other at her back?

A. No. The flags must be worn on each side of her body.

c. There shall be a down marker with down numbers on it which is placed or held on the sideline opposite the line of scrimmage to indicate the down.

d. There shall be a clearly visible marker which indicates where a series of downs begins.

RULE 2. OFFICIALS

Sec. 1 The basic officials for a game shall be a referee, umpire linesman, field judge, and scorekeeper. (See signals, p. 262.)

Q1. May more than the specified number of officials be used in a game?

A. Yes. The five listed are considered a minimum; other officials, such as an additional linesman, may be used if they are available.

Sec. 2 General Information

a. Each official should carry a red handkerchief and drop it whenever an infraction of the rules occurs.

b. Each official should know and use the proper arm signals.

c. The officials may remove any player from the game for unsportsmanlike conduct and/or unnecessary roughness without prior warning.

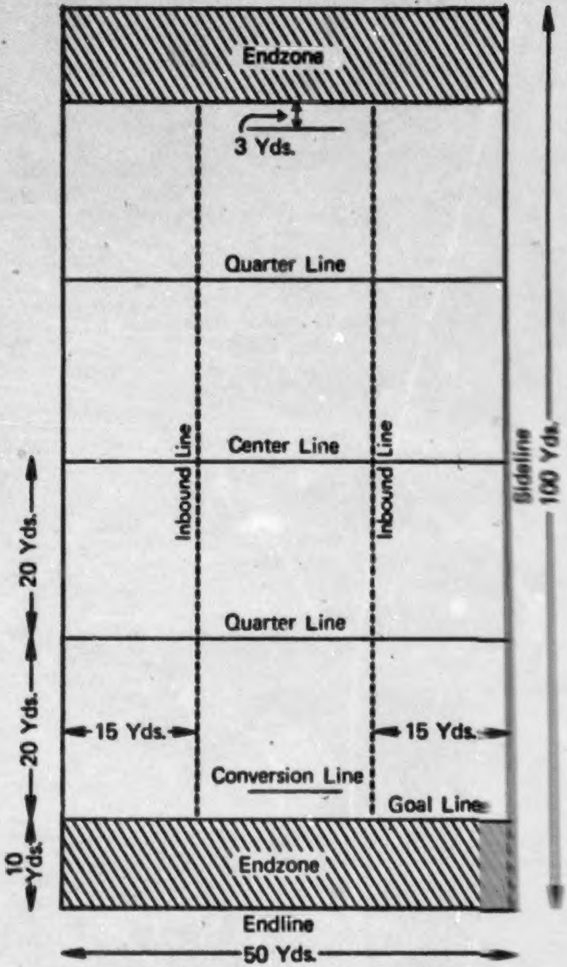
d. The officials shall decide what procedure should be followed in the event that a situation not covered by these rules should arise.

Sec. 3 The referee shall:

a. Be the official in charge of the game.

b. Prior to the game:
   1. Inspect the playing field to see that it is safe and properly marked.
   2. Approve the game ball.
   3. Call the team captains together for the coin toss and explanation of any ground rules.
   4. Place the ball on the quarter line and signal the start of the game.

c. During the game:
   1. Administer all penalties.
   2. Explain to the captain any option to which she may be entitled following a foul.
   3. After suspension of play, place the ball where play is to resume, announce down and indicate by arm signal that the ball is ready for play.
   4. Signal time-out when necessary.
   5. Assume a position behind the offensive team during play. Watch the play near the ball.
   6. Indicate all first downs and scores by the appropriate arm signal.


Endzone
3 Yds.
Quarter Line
Inbound Line
Center Line
Inbound Line
Sideline
100 Yds.
20 Yds.
Quarter Line
20 Yds.
15 Yds.
15 Yds.
Conversion Line
Goal Line
10 Yds.
Endzone
Endline
50 Yds.

d. After the game:

1. Sign the scorebook and announce winner of the game.

Sec. 4 The umpire shall:

a. Assist the referee in calling fouls and making decisions when requested.

b. Assume a position behind the defensive team. Watch the line of scrimmage for fouls until ball is centered.

c. Call rules infractions on down field play.

d. See that timing devices are in order and that the scorer and timer understand their duties.

Sec. 5 The linesman shall:

a. Keep an accurate count of downs and shall move the down marker at the referee's signal.

b. Pace off the 3 yard neutral zone and indicate the restraining line by his position.

c. Watch the line of scrimmage for offsides and any illegal motion prior to the centering of the ball.

d. Time the 25-second count.

e. Assume a position on one side of field in the neutral zone.

Sec. 6 The field judge shall:

a. Be provided with a whistle, a clock and a stopwatch.

1. The clock shall be used to time the game.
2. The stopwatch shall be used to time the time-outs.

b. Sound whistle to indicate end of each quarter.

c. Start and stop watch at the referee's signal.

d. Be prepared to call down-field fouls.

e. Assume a position on the opposite side of the field from the linesman.

Sec. 7 The scorekeeper shall:

a. Record the names of players and substitutes for each team.

b. Keep accurate account of all points scored and all first downs earned by each team.

RULE 3. PLAYERS

Sec. 1 The Teams

a. Players and Positions

1. A team shall consist of nine players and any number of substitutes. A team must have at

least nine players to start the game. If a team has no substitutes and a player is disqualified, the team must play short. If at any time so many players are disqualified that the team has less than seven players available, they must default the game.

2. The offensive team shall have five line players, one of whom shall be center and there shall be four backfield players, one of whom shall be quarterback.

3. The defensive team shall line up in any fashion so that none are closer than 3 yards from the line of scrimmage.

b. The Captains

1. Each team shall have a captain on the playing field at all times.

Q1. Must a substitute report to scorer and umpire when entering the game?

A. No. Provided that the player's name is entered on the official scoresheet, she may enter the game without reporting to an official.

2. The captain or coach shall furnish the scorekeeper with the names of all players and substitutes at least two minutes prior to the start of the game.

3. The captain shall be the representative of her team in deciding whether to accept or decline penalties.

4. The captain may address an official only on matters of interpretation or to obtain essential information.

c. Substitutes

1. Substitutes may enter the game any time the ball is dead.

2. A player may substitute any number of times.

3. A player who is disqualified shall not reenter the game.

RULE 4. DEFINITION OF TERMS

Centering—The act of putting the ball in play other than by a kick-off.

Default—A game is considered defaulted when—

a. A team fails
   1. To appear for a scheduled game.
   2. To be ready for play within 15 minutes after the time the game is scheduled to begin.
   3. To be ready for play within 1 minute at the beginning of the second half or after time-out has been taken for any reason.
   4. To play after being instructed to do so by the referee.
   5. To have nine players to start play and at least seven to continue play.

b. Score of defaulted game is 2–0. If the game is in progress the score stands at the point of termination of the game. If the team which must default is winning at that time the score shall be 2–0.

Disqualifying foul – Unnecessary roughness or unsportsmanlike conduct for which a player is removed from the game.

Down – A unit of the game which starts with the centering of the ball and ends when the ball is dead.

End Zone – The area between the goal line and the end line.

Flag Guarding – Any player using hands, arms, clothing or spinning to prevent a player from pulling flag. [redacted]

Forward Pass – A pass thrown by any player from behind the line of scrimmage toward the opponent's goal line.

Fumble – Failure of a player to retain possession of the ball while running or while attempting to receive a kick, center, hand-off or lateral pass.

Hand-Off – Handing the ball forward behind the scrimmage line to a backfield player; handing the ball in front of the scrimmage line to a teammate who is either parallel to or behind the ball carrier.

Q1. After receiving the center snap may the quarterback hand the ball forward to a line player?

A. No. A ball handed forward behind the line of scrimmage may be handed only to a backfield player.

Huddle – Two or more players conferring between downs.

Kick-off – A punt, place kick or drop kick from own quarter line at the beginning of each half and after each try for point or safety.

Lateral Pass – A pass that is thrown sideways or back toward the passer's own goal.

Q1. Is the ball which is passed parallel to the goal line considered a lateral p[illegible]?

A. Yes. A legal lateral may be thrown sideways or back toward the passer's own goal line.

Line Player – Offensive line player shall be those lined up not more than one yard behind the line of scrimmage.

Line of Scrimmage – Offense: An imaginary line drawn from the front tip of the ball and parallel to the end line. Defense: A line three yards from and parallel to the offensive scrimmage line.

Neutral Zone – A 3-yard area separating the defensive team from the line of scrimmage until the ball is centered.

Own Goal – The goal that the team is defending.

Pass Interference – An act in which a player pushes, blocks, removes a flag or holds an opponent to prevent her from catching or intercepting a pass after the ball has left the hands of the passer.

Personal Contact – Any body contact between opponents. Use of hands and arms by pushing, holding shall be personal contact

Snapping – Handing or passing the ball back from its position on the ground with a quick and continuous motion of the hand or hands.

Touchback – A kick-off or punt that is fumbled or lands in the end zone provided the impetus which sent it across the end line was given by the opponents. A player may catch a kicked ball in her zone and ground the ball not attempting to run it out.

RULE 5. SCORING AND TIMING

Touchdown	6 points
Successful Conversion	
Run	1 point
Pass	2 points
Safety	2 points

Sec. 1 Scoring

a. A touchdown is made when a runner carries the ball across the goal line or a pass is completed in the end zone.

b. A conversion is attempted after a touchdown is scored. A team is given one scrimmage play from the 3-yard conversion line to complete a pass in the end zone or carry the ball over the goal line.

Q1. Is a pass caught behind the endline considered a completed pass?

A. No. Pass must be caught in the endzone (Section 1 above, a and b).

FLAG FOOTBALL SCORESHEET

DATE: ____________

TEAM: ____________ COLOR: ____________

1 ____________ 13 ____________
2 ____________ 14 ____________
3 ____________ 15 ____________
4 ____________ 16 ____________
5 ____________ 17 ____________
6 ____________ 18 ____________
7 ____________ 19 ____________
8 ____________ 20 ____________
9 ____________ 21 ____________
10 ____________ 22 ____________
11 ____________ 23 ____________
12 ____________ 24 ____________

SCORES

Touchdowns: ____________ Safety: ____________

Conversion points ____________

	1st Half		2nd Half	
Time Outs	☐	☐	☐	☐

TEAM: ____________ COLOR: ____________

1 ____________ 13 ____________
2 ____________ 14 ____________
3 ____________ 15 ____________
4 ____________ 16 ____________
5 ____________ 17 ____________
6 ____________ 18 ____________
7 ____________ 19 ____________
8 ____________ 20 ____________
9 ____________ 21 ____________
10 ____________ 22 ____________
11 ____________ 23 ____________
12 ____________ 24 ____________

SCORES

Touchdowns: ____________ Safety: ____________

Conversion points ____________

	1st Half		2nd Half	
Time Outs	☐	☐	☐	☐

FINAL SCORE

☐ ☐

If game is tied: total first downs

☐ ☐

Referee: ____________

Umpire: ____________

Linesman: ____________

Scorer: ____________

c. A safety is scored when the ball legally in the possession of a player becomes dead behind her own goal line provided the impetus which sent it across was given by a member of her own team. Points are awarded to the opposing team and the team scored upon restarts play with a kick-off from their quarter line.

Sec. 2 Length of Game

a. The game shall consist of four 10-minute quarters with 2 minutes between quarters and 10 minutes between halves.
   1. No quarter shall end until ball is dead. In case of a touchdown made on the last play of a quarter, the try for point shall be allowed.
   2. If a foul is committed by the offensive team on the last play of a period, the quarter is ended. If a foul is committed by the defensive team on the last play of a period, the offensive captain shall exercise her options before the teams change goals. If she chooses to accept the penalty, the down is replayed immediately. If she declines the penalty, the quarter is completed.

Sec. 3 Tie Game

a. If the score is tied at the end of regulation play, the team with the greatest number of total first downs is declared the winner. If the number of earned first downs is the same, the referee shall toss a coin and the winning captain shall have the option of choosing goal or putting the ball in play from scrimmage from the center line. Each team shall have four consecutive downs and the winner shall be the team gaining the greater yardage during those downs.

Q1. If a team receives a first down as a result of a penalty, does this down count in deciding the winner of a tie game?

A. Yes. This is considered in the total downs earned.

Q2. If a team scores a touchdown on the first of their 4 consecutive downs in a tie game, do they complete the remaining 3 downs?

A. Yes. The winning team shall be the team gaining the greater yardage during those downs. It is possible that each team might score a touchdown before their 4 downs are used.

Q3. If a team intercepts a pass during the series of 4 downs in a tied game playoff, does the team that made the pass still complete their series of downs?

A. No. The intercepting team starts their series at the center line, or wins the game if they have already gained more yardage.

Sec. 4 Time Outs

a. Team Time Outs

    1. Any player may request a team time out when the ball is dead.
    2. Each team may have two time outs each half.
    3. Team time outs shall be 2 minutes in length.
- b. Official's Time Out
    1. Time out shall be taken for the following without time being charged to either team:
        - a. For injury to a player.
        - b. After a touchdown, safety or touchback.
        - c. When the ball goes out-of-bounds.
        - d. For all fouls.
        - e. During a try for point.
        - f. Any other occasion deemed necessary by the officials.

Sec. 5 Time in shall be taken when the referee signals ball is ready for play.

RULE 6. THE GAME

Sec. 1 Start of the Game

- a. Each half shall start with a kick-off. Prior to the start of the game the referee shall toss a coin. The winning captain has the choice of (1) goal, or (2) kicking or receiving. The losing captain has the remaining choice.
    1. At the beginning of the second half the privileges shall be reversed.
    2. Goals shall be exchanged at the beginning of each quarter. At the beginning of the second and fourth quarters the ball shall be placed in a position, at the opposite end of the field, corresponding to where it was located at the end of the preceding quarter. The down and distance to be gained shall remain the same.

Sec. 2 Kick-Off

- a. The ball shall be put in play with a punt or place kick at the beginning of each half and after try for extra point or safety.
- b. Any player may kick the ball from anywhere behind own quarter line.
    1. The kicking team must remain behind their quarter line until the ball is kicked.
    2. The receiving team must remain behind the center line until the ball is kicked.
- c. When a kick-off is caught in the field or end zone, the receiver may run, hand-off or throw a lateral pass. The ball remains in play until the ball carrier's flag is pulled or ball is declared dead

by an official. The point at which the ball was declared dead becomes the line of scrimmage.

d. When a kick-off is fumbled in or lands in the end zone, it is a touchback and the receiving team shall start their series of downs on their own quarter line. A player may catch the ball in the end zone and ground it.

Q1. A kick receiver attempting to catch the ball on the one yard line, fumbles it and it hits the ground in the end zone. Can she pick the ball up and run with it?

A. No. The ball becomes dead at the spot where it touched the ground. It would be considered a touchback and play would start on the quarter line.

e. On a kick-off if the ball lands inbounds beyond the center line it is declared dead and put in play by the receiving team at the spot where it first touched the ground.

f. On any kick-off, if the ball is fumbled by the receiving team it is dead and play begins from the spot where the ball touched the ground.

g. On a kick-off which does not cross the center line, the receiving team has the option of having the kick repeated or putting the ball in play on the center line.

h. If the ball goes out of bound at the side line, the receiving team has the choice of putting the ball in play on the inbound line opposite the spot where it went out of bounds or having the kick-off repeated.

Sec. 3 Scrimmage Play

a. Line-up
1. The offensive team must be behind the line of scrimmage until the ball is centered; the defensive team must be 3 yards away from the line of scrimmage when the ball is centered.
2. Before the ball is centered, the offensive team must have been motionless except one backfield player who may be in motion not closer to the opponent's goal.
3. The offensive team may not have more than four players in the backfield.

b. Centering the Ball
1. The ball must be centered within 25 seconds after the ball has been declared ready for play by the referee.
2. The ball must be centered from the ground in one continuous motion between the feet of the center.
3. The ball may be centered to any backfield player.
4. If the ball touches the ground after it has been centered it is a dead ball. The next down starts from the spot where the ball

first touched the ground. If on 4th down, opposing team starts series of downs at that spot.

Sec. 4 Downs

a. Upon gaining possession of the ball a team shall have four downs to advance the ball into the next zone or score.

1. If a team crosses into the next zone, a first down is earned and a new series of downs begins.

Q1. If the runback from a kick-off ends 1–2 yards from the quarter line, does the offensive team have only this distance to go for a first down?

A. Yes. Offensive team has four tries to go only the 1 2 yards into the next zone to get a first down.

2. If a team fails to move the ball into the next zone they lose possession of the ball. The opposing team starts their series of downs from the spot where the ball became dead.

3. If a team loses yardage, the original line must be crossed to obtain a first down.

Sec. 5 Scrimmage Kick

a. A team may punt on any down but must announce the punt to the referee before the ball is centered.

b. Any backfield player may punt or place kick after receiving the ball from the center.

c. Neither team may cross the line of scrimmage until the ball has been kicked.

d. Each team must have at least three players on the line of scrimmage when the ball is kicked.

e. The receiver may run with the ball, hand-off, or lateral.

f. If the ball goes out-of-bounds at the side line it is dead and the next series of downs starts from the inbound line opposite that spot.

g. The ball is dead on the spot if a member of the kicking team touches the ball before it has been touched by a member of the receiving team.

h. If the ball is fumbled in or lands in the end zone or goes over the end line, the receiving team starts its series of downs on their quarter line.

i. If the ball comes to rest inbounds without being touched by a player on the receiving team, the ball is declared dead and play starts from the spot where the ball first touched the ground.

Q1. If the ball comes to rest inbounds without being touched following a scrimmage kick, does the play start where the ball first touched the ground or where it came to rest?

A. In all cases of kicks, the ball is dead at the spot where it first touched the ground, and play begins from that spot.

j. A ball fumbled by the receiving team – ball is dead and the ball is taken over by the receiving team at the spot where it first touched the ground.

Sec. 6 Offensive Play

a. The ball carrier may run in any direction until the ball is declared dead.

b. The ball carrier may use any number of lateral passes or hand-offs anywhere on the field.

1. Forward hand-offs made behind the scrimmage line may be made only to backfield players.
2. Hand-offs in front of the scrimmage line must be made to a teammate who is parallel to or behind the ball carrier.

Q1. May the offensive team use more than one lateral or one handoff during a down?

A. Yes. Any number of laterals, handoffs or combinations of the two may be used during the same down.

c. A forward pass may be thrown only from behind the line of scrimmage to any player on the offensive team.

Q1. What players are eligible to receive a forward pass?

A. Any player may receive a forward or lateral pass

1. If the pass goes out-of-bounds or is not caught it is incomplete and the next down is taken from the last line of scrimmage. If this occurs on a fourth down play, the opposing team starts its series of downs from the same spot.
2. If two opponents catch a pass simultaneously, the ball is dead and belongs to the team which put the ball in play. The next down begins at the spot where the simultaneous catch occurred.
3. A pass is considered complete if a player catches the ball with one foot inbounds and then steps on or over the line.

Q1. Is a pass considered completed when a player catches the ball with one foot inbounds and then steps down with the other foot on or outside of the sideline?

A. Yes. Catching a pass with one foot inbounds and then coming down on line or outside of field with other foot is legal.

d. A player who intercepts a pass in her own end zone may ground the ball, resulting in a touchback; or she may attempt to run the ball out of the end zone.

Q. May a player who intercepts a ball in the field, or in her end zone run with it?

A. Yes. A ball intercepted in the field is considered in play. A ball intercepted in the end zone gives the player the option of grounding the ball for a touchback, or attempting to run the ball out of the end zone.

e. Screening
1. Players may screen by virtue of body position only. No player may use her arms in screening.
2. Screening for a ball carrier on a running play is legal provided there are no more than two teammates screening at one time, regardless of field position.

Sec. 7 Defensive Play

a. A defensive player must have one or both feet on the ground when detaching a flag. After the flag is pulled, the ball is dead and the next down starts from that spot.
b. The flag must be pulled without pushing, holding or hitting the ball carrier.
c. The ball carrier may not use her hands or arms in any manner to prevent her flag from being pulled.

Sec. 8 Dead Ball. The Ball is Dead:

a. Anytime the ball carrier touches the ground with any part of her body other than her feet and hands.
b. When the ball carrier has a flag pulled.
c. Following a touchdown, try for point, safety or touchback.
d. When the ball goes out of bounds or when a player in possession of the ball steps on or over a boundary line.
e. When a scrimmage kick hits the ground.
f. On a kick-off, when the ball touches the ground.
g. On an incomplete forward pass.
h. When a player of the kicking team touches a scrimmage kick before a member of the receiving team.
i. When a simultaneous catch occurs.
j. When fumbled ball touches the ground.

Sec. 9 Out-of-Bounds

a. When the ball or the ball carrier touches or goes over the side line, the ball is put in play on the inbound line, opposite the spot at which the out-of-bounds play occurred.
b. A forward pass that is caught out-of-bounds or over the end line is incomplete and constitutes a down.

RULE 7. FOULS AND PENALTIES

A foul is any infringement of the rules which results in loss of yardage. The captain of the offended team has the option of accepting or declining any penalty, whichever is to her team's best interest. If the penalty is declined, the number of the next down is the same as if the foul had not occurred. Whenever the penalty is greater than the distance to the goal line, the penalty shall be half that remaining distance.

Sec. 1 Fouls occurring on the kick-off

a. Any member of the kicking team crossing the quarter line before the ball is kicked.

Penalty: Kick is repeated from 5 yards behind the quarter line or first down where the ball was declared dead.

b. Any member of the receiving team crossing the center line before the ball is kicked.

Penalty: Kick is repeated from 5 yards in front of the quarter line or first down where ball was declared dead.

Sec. 2 Fouls occurring as or before ball is centered

a. Failure to center ball within 25 seconds.

b. A false start by the center lifting the ball completely from the ground before centering or failing to center the ball between her feet.

c. The offensive team crossing the scrimmage line or the defensive team entering the neutral zone before the ball is snapped.

d. Failure of member of the offensive team, other than one backfield player in motion, to be motionless as the ball is centered.

Penalty: For a, b, c, d; loss of 5 yards. Down remains the same.

Sec. 3 Fouls occurring on scrimmage kick

a. Failure of team to announce punt to referee.

Penalty: Loss of 5 yards and kick repeated or first down for opposing team at the spot where ball was declared dead.

b. Any member of kicking team crossing line of scrimmage or any member of receiving team entering the neutral zone before the ball is kicked.

c. Less than three players from either team on the line of scrimmage when the ball is kicked.

Penalty: For b and c; loss of 5 yards from the spot where the ball was declared dead, after the kick.

Sec. 4 Forward Pass

If the opposing team intercepts an illegal pass, play continues until the ball is declared dead. The captain of the intercepting team has the option of retaining possession and starting with a first down from the spot where the ball was declared dead or of accepting the penalty.

a. A player throws a forward pass after crossing the line of scrimmage.

b. A passer intentionally grounds a pass.
Penalty: For a and b; loss of five yards from line of scrimmage. Down advances.

c. A player throws a forward pass after catching the ball on a kick-off or scrimmage kick or after intercepting or catching a pass.
Penalty: Loss of five yards from the spot where the illegal pass was thrown.

d. A player interferes with another player who is attempting to catch or intercept a forward pass.
Penalty:
1. If the passing team interferes with an opponent intercepting a pass, loss of 15 yards from [redacted]
2. If the defensive team interferes, the offensive team is awarded a first down at the spot of the foul.

Sec. 5 Delaying of Game

a. Unnecessarily continuing play after ball has become dead. [redacted]
Penalty: Loss of 5 yards from spot where ball was declared dead. Down remains same.

b. Falling on the ball.
Penalty: Loss of 15 yards from line of scrimmage. Down remains same.

c. Delaying the game unnecessarily in any other manner.
Penalty: Loss of 5 yards. Down remains same.

Sec. 6 Illegal wearing or pulling of flags

a. Wearing flags illegally.
Penalty: Loss of 5 yards from spot of foul. Down advances.

b. Ball carrier using her hands or clothing to hide or prevent opponent from pulling her flag. [redacted]

c. Pushing, holding, or hitting the ball carrier while pulling her flag.

d. Falling on knees before, during, or after pulling a flag.
Penalty: b, c, d: Loss of 15 yards from spot where foul occurred.

Q1. Has a player committed a foul if she dives after the ball carrier's flags?

A. Yes. A player cannot fall on her knees before, during or after pulling a flag.

Sec. 7 Illegal hand-off

a. The ball is handed forward in front of the scrimmage line.

b. A backfield player hands the ball forward to a line player.

Penalty: For a and b; Loss of 5 yards from spot of foul. Down advances.

Sec. 8 Illegal Substitution

a. A substitute entering the game before the ball has been declared dead.

b. A team has more than nine players on the field when ball is put in play.
Penalty: For a and b; loss of 5 yards from scrimmage line. Down remains the same.

c. A disqualified player reenters the game.
Penalty: Loss of 15 yards. Down remains the same. Player removed from game.

Sec. 9 Screening

a. A player may not use her arms to screen.
Penalty: Loss of 5 yards from spot of foul. Down advances if committed by offensive team. Down remains the same if defensive team fouled.

b. More than two players screening for ball carrier.
Penalty: Loss of 5 yards from spot of foul. Down advances.

Sec. 10 Personal Contact

a. There shall be no personal contact between players.
Penalty: Loss of 15 yards from spot of foul. Down advances if committed by offensive team. Down remains the same if committed by the defensive team.

Q1. Does the player with the ball have the right-of-way in terms of field running?

A. Yes. However, she cannot run down a stationary player. A player moving to intercept a runner and pull flags cannot move into the path of ball carrier. The calling of personal contact fouls must often be left to the discretion of the official as to which player is at fault.

b. Unnecessary roughness.
Penalty: Immediate disqualification of player. Loss of 15 yards. Down advances if committed by offensive team. Down remains the same if committed by defensive team.

Sec. 11 Unsportsmanlike Conduct

a. A player or coach using abusive or insulting language.

b. Disputing or arguing with officials over a decision.
Penalty: Loss of 15 yards. Down advances if committed by offensive team. Down remains the same if committed by defensive team. Flagrant offender should be disqualified.

Sec. 12 Double and Multiple Fouls

a. A double foul occurs when both teams commit a foul during the same down.
Penalty: The two fouls cancel each other. The down is replayed.

b. Multiple fouls occur when two or more fouls are charged against the same team. Only one penalty may be enforced. The captain of the offended team may choose either penalty or decline both.

INTERPRETATIONS

Questions on interpretations of the rules should include a stamped, self-addressed envelope and be directed to: Gloria Crosby, Bates College, Department of Physical Education, Lewiston, ME 04240. Please refer to the rule and section in your inquiry.

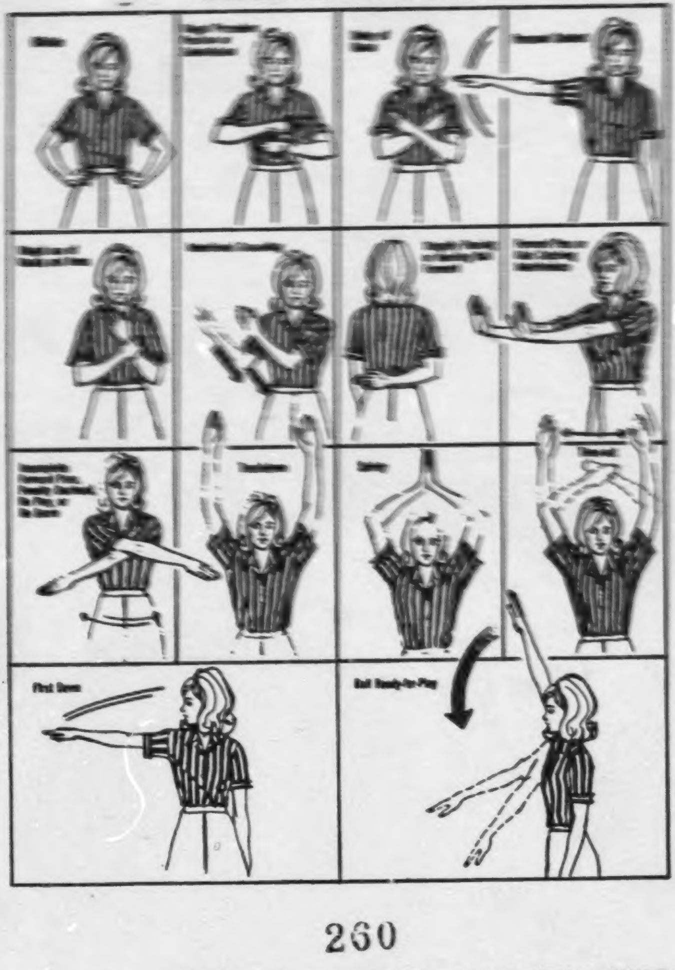
SUGGESTIONS FOR MODIFIED RULES

In situations where space is limited the field size may be reduced. The recommended minimum size is 70 yards by 30 yards. The end zones and distance between quarter lines on smaller fields should be reduced proportionately. When smaller fields are used the number of players should be reduced to four backfield players and three linemen.

When both teams are in agreement the following rules modifications may be used:

a. The game ball may be a junior size or regulation football.
b. Flags other than those meeting official specifications may be used.
c. The length of the game may be shortened by reducing the length of the quarters or time between halves.
d. When field space is limited one inbound line down the center of the field may be used.

ARM SIGNALS FOR OFFICIALS


First Down
Ball Ready-for-Play

HAPPINESS
IS BEING
IN SPORTS.
gws

**Get
Involved!**

For membership
information write:
NAGWS
1201 - 16th St., N.W.
Washington, D.C. 20036

Join the National Association for Girls & Women in Sport –

The only national association devoted exclusively to creating sport opportunities for *all* females – *all* ages, *all* levels

ALSO AVAILABLE. . .

DEVELOPMENT OF HUMAN VALUES THROUGH SPORTS
An examination of the values engendered through sports participation, which were considered at the 1973 national conference on the subject at Springfield (Mass.) College.

DRUGS AND THE COACH
A manual designed to aid the coach in understanding and dealing with the problem of drug use and abuse among athletes. Includes information on the purposes and effects of various drugs, their use in sports and on the street, and legal aspects and controls. It obtained the highest recommendation of the National Coordinating Council on Drug Education, who described it as "an excellent manual for coaches – objective, comprehensive and accurate."

FUNDAMENTALS OF ATHLETIC TRAINING FOR WOMEN
A workbook designed as a resource guide for female athletic trainers and a textbook for professional preparation programs in athletic training. Contains information and fill-in questions for a 25-30 hour lecture class. Topics covered include an introduction to athletic training, the training rooms, athletic training products, preparation for emergencies, conditioning, report forms, and legal liability. Information is applicable to the athletic trainer at both secondary and college levels.

LITTLE KNOWN OLYMPIC SPORTS
A series of informative articles on the little known or underdeveloped Olympic sports – yachting, archery, bobsledding, biathlon, shooting, fencing, pentathlon, water polo, cycling, canoeing and kayaking, team handball, luge, equestrian sports and judo.

MOTIVATION IN COACHING A TEAM SPORT
Presents ideas for team motivation, emphasizing the importance of establishing positive player self-esteem. Covers pep talks, pre-season team meetings, motivation in practice sessions, publicity and news coverage, managers and fans. Recommended for the experienced as well as the beginning coach.

NUTRITION FOR ATHLETES: A HANDBOOK FOR COACHES
The manual for the high school coach and physical educator to answer questions concerning appropriate diet for the young athlete. Suggests a basic good diet with recommended menus, theories and practices concerning nutrition and athletic performance, problems related to eating and drinking before, during and after athletic events, and claims made for dietary supplements.

THE WINNING EDGE
How coaches can apply psychology in today's competitve sports world where "win" pressures abound. Answers to this question from various viewpoints are considered in this report on a conference on sports psychology held at the State University of New York at Buffalo.

WOMEN'S ATHLETICS: COPING WITH CONTROVERSY
This NAGWS publication examines the many concerns raised as more and more women take part in athletics, including women's rights, co-ed facilities, equality in hiring of women professionals and equality in sports programs. Contributors include knowledgeable athletes, coaches, administrators, researchers and professors.

SELECTED PROBLEMS IN SPORTS SAFETY
This new publication, covering a broad spectrum of sports safety problems, is designed as a source of information for those who plan, organize, administer, or evaluate physical education and recreational activities, athletics, or sports. In the first section, the prevention of sports injury is stressed with attention to different age groups and sex. The second section deals with individual preconditioning, equipment, progression, supervision, and specific safety criteria in skiing, trampolining, skin and scuba diving, and boating. Facilities, medical services for athletics, and emergency care for spectators are covered in the third section. The fourth section portrays the legal responsibility as regards the nature of supervision, suitability of activities, instruction, equipment, facilities, and travel policies.

SPORTS SAFETY
The why and how of sound injury prevention and accident control programs, with 55 chapters written by national authorities in their fields. Indispensable information on safety in specific sports and activities, as well as administrative and supervisory concerns common to all areas. Designed as both a textbook and resource guide for all whose responsibilities are related to safety in sports and activity programs. Edited by Charles Peter Yost and published in cooperation with the U.S. Public Health Service.

For prices and order information write:
AAHPER
1201-16th St., N.W.
Washington, D.C. 20036

NAGWS SPORTS LIBRARY

SPORTS GUIDES
See inside front cover.

TIPS AND TECHNIQUES
A new series scheduled for publication beginning Summer, 1977. First available titles will be for Aquatics, Basketball, Volleyball, and Track & Field.

RULEBOOKS
Available for Basketball, Field Hockey (pocket size), Lacrosse (pocket size), Softball and Volleyball.

SELECTED SPORTS ARTICLES
Available for Archery, Basketball, Field Hockey, Gymnastics, Lacrosse, Riding, Softball, and Track & Field.

NAGWS AND AIAW SPECIAL PUBLICATIONS

- AIAW HANDBOOK and DIRECTORY
- BIBLIOGRAPHY OF RESEARCH INVOLVING FEMALE SUBJECTS
- DGWS (now NAGWS) RESEARCH REPORTS II
- NAGWS RESEARCH REPORTS III
- FUNDAMENTALS OF ATHLETIC TRAINING FOR WOMEN
- LEAGUE CONSTITUTION AND BYLAWS FOR GIRLS' INTERSCHOLASTIC SPORTS (SUGGESTED GUIDE)
- MOTIVATION IN COACHING A TEAM SPORT
- REGULATIONS FOR AWARDING FINANCIAL AID TO STUDENT ATHLETES
- RIDING STANDARDS
- WOMEN'S ATHLETICS: COPING WITH CONTROVERSY

RELATED AAHPER PUBLICATIONS

- ARCHERY–A PLANNING GUIDE FOR GROUP AND INDIVIDUAL INSTRUCTION
- CURRENT SPORTS MEDICINE ISSUES
- DEVELOPMENT OF HUMAN VALUES THROUGH SPORTS
- DRUGS AND THE COACH
- LITTLE KNOWN OLYMPIC SPORTS
- NEW IDEAS FOR BOWLING INSTRUCTION
- NUTRITION FOR ATHLETES
- SELECTED PROBLEMS IN SPORTS SAFETY
- SPORTS SAFETY
- SPORTS SKILLS TEST MANUALS (ARCHERY, BASKETBALL, SOFTBALL, VOLLEYBALL)
- TENNIS GROUP INSTRUCTION
- THE WINNING EDGE (sports psychology)

For current prices and order information, write AAHPER Promotion Unit, 1201 16th St., N.W., Washington, D.C. 20036.